

Break

Cheers for all the schools promenaders

Last week, a little boy in one of our beginner recorder groups, overwhelmed by the complexities of covering and uncovering holes, removed all his fingers from the instrument simultaneously and stood agape as he clattered to the floor. His teacher, no doubt, explained that this was no shameful thing, but rather a mark of fellowship with the company of musicians, all of whom have committed glorious blunders in the pursuit of their art.

The throat which links this link with the children when performed in the Schools Proms this week may be an indeterminate length, but it is assuredly continuous, strong, and fashioned of brightest gold.

Whether the audiences at the Albert Hall could see this link, and mentally conjure the despairing tauts and whistles of the heroic legions of struggling beginners, I do not know. Let the novices rest content, though, not only that my applause was also for them but that it would be warmly echoed by every performer and teacher in the Proms.

I had another strong image in my mind as I watched in the Albert Hall on Monday evening. It was of a ditziesweet playground on a Sunday afternoon, and a few children hopping about outside the door while their teacher galloped off to find the key.

No doubt the leaders of many of the groups appearing this week would recognize this scene or something very like it. As it happens, I saw it at St Andrew's Middle School in Rugby where the Ocho Rios Band was rehearsing last Sunday for its 10-minute spot on Wednesday evening.

Ocho Rios is an exciting steel-band run by two teachers at the school, and made up largely of young players who started not in the school's own band. Although the sound it makes is entirely individual and far removed in conception from, say, a recorder group or a flute quartet, it is very typical of all in being run—perhaps given is a better word—by single-minded teachers (Chris Shearsby, manager; Phil Sutton, musical director) who see disaster and horrendous logistical problems as exciting challenges.

The key to the whole field of youth music, in fact, is leadership—not the availability of able children, for the pool of talent is virtually limitless. It seems clear to me that the amount of time and energy, both physical and emotional, which the leading this week's events in the Albert Hall would be curiously sufficient to drive a Mini Metro beyond the Rings of Saturn. Thank heaven it is being used instead to considerably nobler purposes.

There were 11 different groups in the Monday Prom. All the categories you could possibly dredge up were there—big children and small; vast groups and little ones; Horry Jams and Prætorious; saxophones and tenor viols. Although not really typical—for there is no such animal as the average child—it was a goodly mix in my mind, as the archetypes for all the beauty and originality which I saw, was provided by the St Paul's Primary School Early Music Group from Hastings. They looked superb in their new school-made costumes. "We have some research and 1530 looked the simplest", and they bowed proudly and elegantly to each compass point of the little island platform amid the sea of school promenaders.

I did venture into the arena for a while I might say, braving the

fearsome heat and sprawling legs of those who were overcome by ecstasy, emotional strain and naked boredom. I also descended to the depths of the building, which I found to be alive with young musicians diligently searching for Coco Cola and lavishly peopling the toilets.

Down there I found Malcolm Tuning and the Long Ridings Junior School Orchestra tuning their multifarious instruments in the heat and confusion of the Arena West Bar, which was doubling as their dressing room. At the door stood a very efficient young woman with a personal radio which was chattering the need for Long Ridings to get moving. "I'm NOT ready, yet," said Malcolm, still tuning mandolins.

The ladies helping him moved about a little showing the whites of their eyes, but Malcolm, rightly and absolutely professionally, would not allow his group to start out for the stage until all instruments were in time.

Last summer, at the National Festival of Music for Youth, in the Fairfield Halls, I met Keith Patterson, head of Long Ridings, and a man clearly proud and supportive of the work being done by Malcolm and the orchestra. Since then, sadly, Patterson has died, and Monday's performance made a fitting tribute to his memory.

European guests at this year's proms are the hundred or so members of Le Chœur du Lycée J. B. Corot with their conductor Gerard Boulenger. In the first half they gave us some interesting and accomplished unaccompanied singing and later on joined with the Wessex Youth Orchestra for the Kyrie and Dies Irae from the Mozart Requiem. The British choral sound and tradition was supplied, quite magnificently, by Latymer School, from London, who performed with their Chamber Orchestra and Choir. Handel's Coronation Anthem *The King Shall Rejoice*.

One of the most exciting groups at the Proms, without doubt, is the Stockport Schools Stagesound. This is, in effect, a conventionally voiced big band with added woodwind and strings. The group is led by a ravishing. It gave me a great deal of pleasure not only to hear Harry James' *Swing*, *Classic*, *Trumpet Blues* and *Cantabile* being played by these youngsters but to see it being greeted by masses overheard clapping and thunderous cheers from the arena.

Mind you, the schools promenaders, in the tradition of their senior counterparts, cheer and stamp at everything in sight. They are refreshingly short on sophistication at times—a concert hall who poses for more than two hours is overwhelmed with applause. Breaks between movements get a full ovation, which is only slightly moderated if there has been a preceding appeal and explanation from the stage. This is no way of saying, because it springs from excitement and genuine affection.

One little boy—I should think of about 12—greeted the Pilgrim School Brass band with such appropriate fervor, standing next to me in the arena, that I thought he



"In the arena they were overcome by ecstasy, emotional strain and naked boredom."

must have, at the very least, several brothers and sisters in the group. "Is that your lot?" I inquired pleasantly on he scratched and leaped beside me. "Oh no," he replied. "I haven't actually got anyone to support, so I'm cheering them all."

Hardly surprisingly, the French Minister of Education got a very big hand indeed. He was carrying a piece of paper, I noticed—surely not the fabled timetable showing what every child in France is doing at every moment of the day? Pétish the thought and the lost, for his support was well appreciated.

Against this background, to be a composer is to undertake a task rather like lecturing a charging cavalry on the care and maintenance of saddlery. Add to this the need to talk at length to provide breaks for stage setting and you get some very uphill competing indeed. For my money, anyone who should undertake a task as large as this, whether he is a composer, a teacher, or a parent, should be given the widest possible support.

At these Proms, *Land of Hope and Glory* was played on all three nights—by, respectively, the Wessex Youth Orchestra, the Hampshire County Youth Orchestra, and the County Youth Orchestra. On each occasion it was conducted by none other than Antony Hopkins—the outcome, we were assured on Monday night, of a search for someone with a suit of tails.

The night I was there, the audience patiently restrained themselves in the quiet chorus and then let flying in the loud oas, providing all the authentic touches—flying taddy ears, bouncing on the spot, holding each other shoulder high and on Granada TV and the Lycée J. B. Corot were swaying to and fro. I noticed. They were probably grateful at not having to sing the verses (printed in the programme) as well as the chorus. What they would have made of:

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Two perfect images—and they have all been awarded the Duke of Edinburgh's Award for outstanding activities. Twins Heather and Sharon from Newtonwards, in Northern Ireland, won their gold awards for visiting elderly people, attending a Girls' Brigade leadership training course and learning to swim. Hilary and Lynn Blacoe from Huddersfield (centre) were nominated for the award for a keen interest in conservation and helping in English language teaching. And Hilary and Louise Bartholomew of Gloucester won their award for working on a hospital radio station. More than 800 award holders were presented with their medals at a ceremony in Buckingham Palace on Wednesday.

Parents' charter in jeopardy

The Government's parents' charter, a central plank of its education policy, is in jeopardy. The charter pledges to publish school prospectuses which include examination results, and to allow parents appeal on choice of school, could now be delayed following local authority pressure. Biddy

Carlisle urged to delay

Mark Carlisle, the Education Minister, is coming under heavy pressure to delay the implementation of the Government's parents' charter. The charter is the Government's response to the Education Committee's report on the implications of the Education Act 1980. The charter is a set of principles which will guide the implementation of the Act. It is a set of principles which will guide the implementation of the Act. It is a set of principles which will guide the implementation of the Act.



Latest cuts claim first jobs

by Richard Garner

This week

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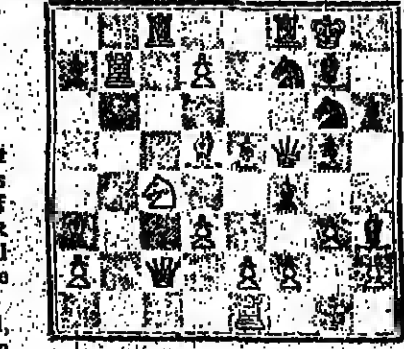
Chess

The Positional Piece Sacrifice

The sacrifice is one of the most powerful weapons in all the chess. It is a violent means of forcing through one's plan of attack and is indeed the most powerful force that can be exerted over the chess board.

It is as varied as it is powerful, ranging from sacrifices to force a mate through right down to sacrifices designed to gain some advantage, either in position or in the numerous sub-divisions that are violent in their nature.

Beautiful though the combinatorial sacrifices are that are aimed at something violent and final like a checkmate for example, to me the subtlest and therefore the most interesting is the positional sacrifice. This is its name, would you say? It is a sacrifice designed to improve one's position in the game. It is a sacrifice designed to improve one's position in the game. It is a sacrifice designed to improve one's position in the game.



(Position after 22... Q-B4)

White: Chernin. Black: Van der Sterren. English Opening.

(a) Commencing a well-known system of attack along the white squares; this is an attack which stems from the basic nature of the opening.

(b) A manoeuvre without any real aim; better was simply O-O.

(c) Threatening to win a piece by F-K5.

(d) Now comes one of the subtlest of all sacrifices—a positional piece sacrifice that depends for its validity on the feelings of the player himself.

(e) Much stronger than 26 BxN3. The Bishop on Q5 is such a commanding piece that it is worth more than a Rook.

(f) If 20... Q-RN1 then 21 Q-B7 and White has a strong hold on the position.

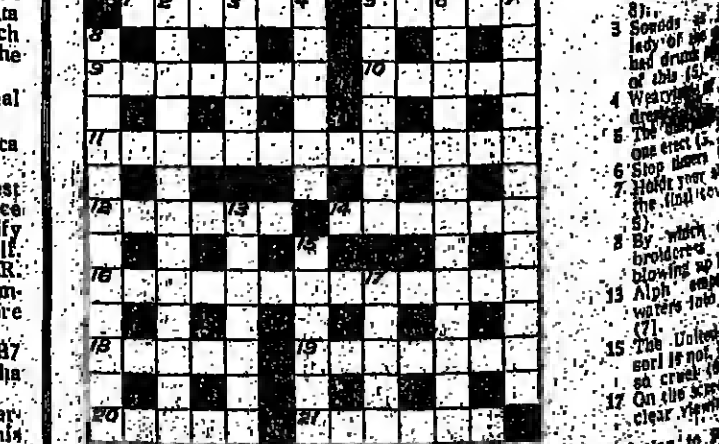
(g) Black is not without counter-thoughts. If he can only barve his King-side and get an attack going there then his assault along the KB file might well prove decisive.

(h) This pawn advance shows very clearly the hold White has on the position.

(i) White's last few moves have been to gain time on the clock. But he will soon be ready to administer the coup-de-grace.

(j) He cannot play BxP on account of White's eventual B-gg ch.

Crossword No 1,214



Across:

1 Full speed ahead (6)
2 Said to have a spirit (5)
3 Crooked symbol of authority (7)
4 Continental city of buildings (8)
5 Musical instrument (4, 6)
6 The boat is for a (6)
7 Tophole fit in the (6)
8 Turns round for a year (8, 5)
9 The last of the pre-Raphaelite (6)
10 Responses in advance for (6)
11 Musical instrument (4, 6)
12 The boat is for a (6)
13 Tophole fit in the (6)
14 Turns round for a year (8, 5)
15 The last of the pre-Raphaelite (6)
16 Responses in advance for (6)
17 Musical instrument (4, 6)
18 The boat is for a (6)

Down

1 Trial from (6)
2 Said to have a spirit (5)
3 Crooked symbol of authority (7)
4 Continental city of buildings (8)
5 Musical instrument (4, 6)
6 The boat is for a (6)
7 Tophole fit in the (6)
8 Turns round for a year (8, 5)
9 The last of the pre-Raphaelite (6)
10 Responses in advance for (6)
11 Musical instrument (4, 6)
12 The boat is for a (6)
13 Tophole fit in the (6)
14 Turns round for a year (8, 5)
15 The last of the pre-Raphaelite (6)
16 Responses in advance for (6)
17 Musical instrument (4, 6)
18 The boat is for a (6)

Fixed race school to close

A comprehensive school, which has been a fixed race school, is to close in spite of opposition from Labour and Conservative MPs. The school, which was founded in 1964, has been a fixed race school since 1976. It has been a fixed race school since 1976. It has been a fixed race school since 1976.

Professor Neville Bennett's study of *Open Plan Schools* (page eight) is an important contribution to an important subject. His concerns are highly practical. He is interested in how teachers and children use their time. He is prepared to listen to the explanations which theorists, architects and pedagogues offer, to make sense of the link between the design of schools and the practice of education. But in the end he wants to know what happens in the day to day transactions which constitute the child's experience of school.

What he has found out about open plan schools is, on the face of it, highly disturbing. He finds that as much as one fifth of school time in infants' units was taken up in "transition, which included changing activities or changing location". Open planning, he suggests, is associated with a relatively low level of what the researchers call "pupil involvement with curriculum activities". About a third of the time was found to be spent in activities which did not count as involvement.

It is a serious weakness of the study that it lacks any comparable evidence on the levels of involvement in more conventional buildings—though it quotes extensively from the research literature, much of it from American sources. Professor Bennett and his colleagues are at pains to maintain the possibility that what is at issue is not open planning as such, but badly designed open plan schools. Much of what the book has to say concerns the failure to develop and generalise good practice in the relationships between architects and educators.

It is deeply depressing that more than 30 years after those heady post-war days in Hertfordshire, and the formation of the Ministry of Education's Architect and Building Branch Development Group to proselytise the idea of a three-fold co-operative link between architect, administrator, and educator, it is still possible to produce evidence of schools which operate to a brief with little contact with teachers before or after the building is erected. According to Bennett, the



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'We shape our buildings and afterwards our buildings shape us ...'

particular approach to open plan design which is most prevalent is one least liked by the teachers who have to make such designs work. It is true that open planning increases the demands made on teachers this, too, is something which ought to be considered. It is difficult to know how much weight to put on some of the replies to the Bennett questionnaire, but what is reasonably sure is that many local authorities would have thought twice about committing themselves generally to these designs if they had known that the people who were to use the open plan schools would have so many reservations about them.

And yet ... the same kind of ambivalence can be seen about teacher responses to open plan schools as to informal or "Ploviden-type" primary methods. While there is clearly no direct link between "modern methods" and open planning—a determined head can recreate separate spaces by the use of furniture and the rearrangement of functions—teachers certainly seem to associate these schools with the kind of demands upon them which are characteristic of modern methods, team teaching, a wider involve-

ment with parents. They also, to the surprise of the Bennett team, lean to the view that "standards of work are higher in conventional schools".

The larger scale Leicester University Oracle study of primary classrooms shows the danger of drawing simple conclusions from observable differences between teaching in open plan as against box classrooms.

The Oracle team found considerable differences in the kinds of contact there were between teachers and pupils. Not surprisingly, in open plan teachers did less class teaching. More surprisingly, they were less likely to teach groups. In fact they spent significantly less time talking to pupils than teachers in classrooms and more of the time they did spend was on management routine. Oddly enough, in open plan areas pupils also spent less time talking to each other. But they spent more time than pupils in classrooms taking an interest in what the teacher was doing, and in other pupils' work and activities.

The teaching styles the Oracle study found most successful in getting progress in basic skills involved a reasonable

amount of class and group teaching, but when it came to calculating the effects of open plan on the pupils' progress on basic skills, no significant differences emerged.

Whatever the limitations of open plan schools it would be a great mistake to see them either as the cynical response to the need to cut costs to the benefit of the wholehearted expression of progressive ideology. Instead they represent a bit of both—the architects' quest to maximize the amount of teaching space and minimize the area provided for corridors and circulation; the interpretation in design terms of the teachers' desire for more active ways of teaching and learning. By the late 1960s—day of the progressive rhetoric—the money began to run out, and such pedagogical support as there was for open planning was strongly enhanced by the pressure to keep down costs, as successive Secretaries of State failed to adjust cost limits and equality to meet inflation. In such circumstances the square footage per child dropped below 40 and Britain was saddled with some of the most expensive new school buildings in Europe.

None of this excuses the failure of i.e.s to coordinate educational practice and school design—a failure made more rather than less, likely as building programmes shrink and the opportunity to build up and maintain a body of expertise on school design is diminished.

Professor Bennett and his colleagues have provided a set of criticisms which the architects and the educators who will have to answer. It would be a great mistake to see this as evidence of the shortcomings of architects alone: the school building requires as much from the client as it does from the designer. But without better comparative evidence about other kinds of school buildings there must remain many doubts about the true picture and disquiet about Professor Bennett's findings must be heightened, rather than reduced, by ignorance of how much better (or worse) school buildings are in other kinds of schools.

NEWS

Schools Council calls for compulsory science for girls

'Job equality starts at home'

by Bob Doe

Maths and science should be compulsory for girls up to 16 and boys should be taught how to run a home and bring up children, says a Schools Council report that may form part of a national "framework for the curriculum".

The report says: "It is essential that pupils should not be allowed to choose subjects vital for educational balance and skilled employment. Education should affirm the responsibility of men and women in child rearing and domestic life. Until boys are educated to participate fully in parenthood and the home girls will not be in a position to achieve equality of employment."

Science and maths are the key to high status employment, says the report from the Council's working party on sex differentiation in education. The tendency for girls to assume that marriage and motherhood would soon end their careers contributed to the unwise choices of subjects at school that ruled them out of the top jobs.

"An option scheme which allows girls to drop subjects central to future employment prospects undermines the principle of equality;

choices that reflect an outdated view of male and female roles perpetuate a situation in which boys and girls are not able to respond equally to employment opportunities."

The report also warns that many of the traditional jobs for girls such as clerical work and light assembly were the ones most likely to disappear with the spread of automation.

This week the report was commissioned by convocation, the Council's "education parliament", to the committee which is drawing up the Council's own version of a national "framework for the curriculum".

That committee's recommendations are expected to be published next year after the final version of the Government's own "framework" appears.

It is headed by Mr John Tomlinson, the Council's chairman. This week, he said that he did not expect the Council's framework to be touched in terms of compulsory subjects, but that the idea of a common core was "very new" and demarcates those subjects outside the core.

He predicted that the Council would focus on a common anti-discrimination for all pupils that went well

beyond narrow cognitive abilities. He told convocation that the sex differentiation report was "a very scholarly and useful piece of work" that the framework committee would find helpful.

At a seminar organized by the CBI in Plymouth on Tuesday, Clare Turner, of South Molton, Devon, completed that during a co-ordinated talk in her school an RAF spokesman told them the RAF would not take women as pilots because "they weren't stable enough".

Baroness Lockwood, chairman of the Equal Opportunities Commission, who was answering questions, said the services were not covered by the Equal Opportunities Act but she would look into the matter. Mrs Dorothy Drake, who is director of the CBI's Information Directorate, told the girls when she was elected a director there had been no problem with the men but a woman offered the post as secretary declined to serve under her.

Baroness Lockwood told the girls that they had to think about a whole range of options and not just consider narrow career paths. She said that at the moment about 40 per cent of girls leaving school tended to go into secretarial and office jobs.



How mixed PE can end sex bias

by Richard Garner

Boys and girls should be taught physical education in mixed groups to avoid discrimination, says a pamphlet produced by a union and pressure group. It also recommends the same approach to teaching sex education.

In an article in the pamphlet produced by women in the NUT called "Teaching PE and Sex Education", Ms Pat Brown, a member of the group, says that sex discrimination is probably more rife in the teaching of PE than in any other area. From at least the age of five boys have been encouraged, almost compelled to show prowess in football but girls have not been encouraged to play or run around," she writes.

"Because they are laughed at, usually by their brothers, at the first attempt to kick or handle a ball, girls give up very quickly. However, if closely and critically observed, boys also miss or kick badly the first time they try, but because they are boys, not ridiculed, so they will try again."

The article criticizes schools for dividing PE classes by sex after the age of 11 thus exaggerating their differences in strength. Boys play hard games while girls tend to do gymnastics or dancing.

A Sikh girl, aged 16, claimed at an industrial tribunal this week that she had been rejected for nursing training because, she insisted on wearing Indian trousers in accordance with her customs and religion.

The Kingston and Richmond Area Health Authority denied that they were guilty of racial discrimination in rejecting Miss Tajinder Kaur for the post.

The case which is being supported by the National Society for Racial Equality was adjourned until January 5.

And a teacher, Mrs Christine Ball, is claiming at an industrial tribunal in Leeds that, because of sex discrimination, she was prevented from teaching in Arley Jail, Leeds, by the Prison Officers' Association.

Assisted places

It was wrongly stated in last week's issue that Queen Anne's School, Caversham, had withdrawn from the Assisted Places Scheme on grounds of cost. In fact, the paragraph in question should have referred to Tormead School, Guildford. Queen Anne's Conversion is withdrawing from the scheme because it is hoping to set up its own bursary fund for girls in special need.

Walk-out threat by union

Leaders of the country's biggest teaching union have warned that it may walk out of protracted talks on a new conditions of service agreement when they resume at a critical phase on Monday.

The National Union of Teachers is adamant that it will withdraw from the discussions if local education authorities insist on pursuing plans which would make it a contractual duty for teachers to supervise children at lunchtime. There were no signs this week that the employers would back down.

If the NUT, which has an overall majority on the teachers' panel, did withdraw from the talks, it would effectively scupper them. The National Association of Schoolmasters/Union of Women Teachers, the second biggest teachers' union, has maintained a boycott from the start.

Mr Doug McAvoy, deputy general secretary of the NUT who has led the teachers' side during the negotiations, said this week: "If there should be any attempt by the employers to make a return to a requirement to supervise the midday break as an element of the package, there could be no further discussions. We would withdraw from the discussions."

The number of university students in Britain has risen from 292,500 to 297,200 this year, an increase of 1.6 per cent, although the number of new entrants has increased by only 0.7 per cent, according to provisional figures released by the Government on Tuesday.

Within that total, the number of new overseas students fell substantially—undergraduates by 9.3 per cent and postgraduates by 11.1 per cent.

Announcing the figures in the House of Commons, Mr. Mack Carrillo, the Education Secretary, said the present total of overseas students was more than the number on which the grant was based for the academic year 1979-80, and more than planned under the previous Government's quota arrangements.

The Committee of Vice-Chancellors and Principals described the future as grim as no extra funds had been provided.

The National Union of Students is to claim grant increases of 21 per cent for next year, bringing the standard rate of grant for students living in London to over £2,000.



Lord Gordon-Walker

Former education secretary dies

Lord Gordon-Walker, who, as Mr Patrick Gordon-Walker, was Secretary of State for Education and Science from 1967 to 1968 died in London on Tuesday. A former dau at Christ Church, Oxford. He entered Parliament in 1945 and eventually rose to become Foreign Secretary in 1964 only to resign when he failed to hold his seat at the Leyton by-election.

His brief and troubled period at the DES ended with a Cabinet reshuffle in April, 1968. He was created a Companion of Honour in 1968 and a Life Peer in 1974.

Comment

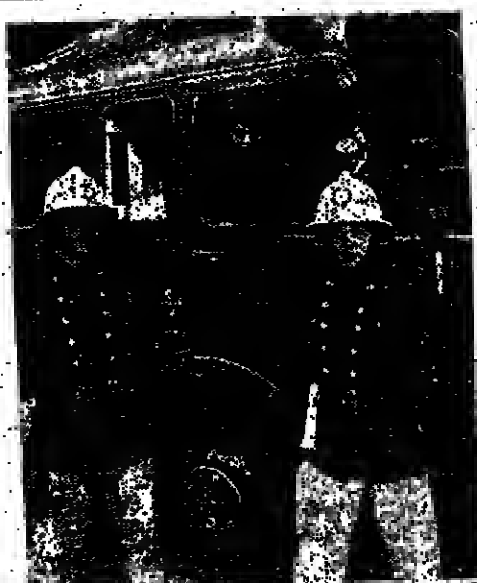
18.8 into 6 won't go

Two events on the salaries front during the week will be seen as having a bearing on the next round of teachers' pay negotiations.

The miners, settled for a 5.8 per cent increase on their basic earnings plus improvements in productivity payments to give about 13 per cent in all. The agreement runs for only 10 months from January 1 next year, mainly healthy to be a somewhat better offer than it might appear.

No points was the result of the miners' ballot announced that the local authorities decided to honour their commitments to the miners, albeit in two stages, and offer them 13 per cent from November 7 this year, plus a further 5.8 per cent from April next year. The miners have still to vote on the offer but acceptance seems likely.

What now remains to be seen is how the rest of the public service pay settlements go. The authorities and the Government will be more determined than ever to keep the total size of all pay increases within the 6 per cent cash limit. By the same token, the unions representing the local government manual workers, the water industry staff, the hospital service workers and the rest, will seek to use the miners' case as a precedent. The water workers have all the muscle needed to push their way through and must be expected to test the limits. Elsewhere the industrialists have suggested little stomach for an abrupt winter of discontent, but the unions with the women—health, which, the authorities put themselves in the worst case, will fight before apparently giving way in the face of threats of disruption have raised the outside chance of renewed disruptions.



A special case?

The teachers' unions will doubtless follow these events with ideas but passive interest. It will not be they who make the running. If others break through the 6 per cent barrier they may follow, or alternatively find themselves penalized still more. With the expectation of staff cuts this is no time for teachers' unions to rock the boat on pay.

A report in the *Financial Times* on Tuesday, alongside news of the miners' settlement, put double figure settlements in perspective. Private haulage drivers to the West Yorkshire area have accepted a 5.3 per cent rise. They came within a category of occupational groups which has consistently outstripped pay norms during previous pay policies.

It is a measure of the recession that they are now finding the way towards smaller settlements. It is what happens in private industry, which will make or break the Government's public sector pay policy, and it is a measure of the recession that they are now finding the way towards smaller settlements. It is what happens in private industry, which will make or break the Government's public sector pay policy, and it is a measure of the recession that they are now finding the way towards smaller settlements.

Foreign students get the message

Mr Carrillo's announcement that the drop in overseas students in British universities this year is about 10 per cent (page three) gives the first official figures on how the market has responded to the sharp rise in fees. A number of premature reports had suggested that the fee rise had made little difference. These had been welcomed by those who were temperamentally and politically inclined to believe the universities were squealing before they had been hurt. In reality the universities have been hard hit. They stand to suffer still more in the future.

To grasp the full measure of what has happened it has to be remembered that the Government is cutting the universities' income over three years by about 10 per cent to reduce the subsidy for overseas students. But given if the full complement of overseas undergraduates and postgraduates turned up as before, and all paid the new recommended minimum fees, this would still leave the universities with a large loss because even the now high fees fall some way short of the amount by which the universities' grants are being cut. The combination of this shortfall and the 10 per cent drop in overseas numbers will cost the universities upwards of £10m this year, on top of the other cuts imposed on them.

Next year the loss could be very much more severe if preliminary reports are borne out. It is early to make prophecies about October, 1981, but compared with previous years, applications are coming in very slowly and are some 40 per cent down on the number received by the time last year. A 40 per cent drop would certainly confirm all the warnings issued by the vice-chancellors and brushed aside by Ministers. It would raise the universities' financial loss to more than £20m and as well as threatening the position of British universities, in the international community of higher education, would place a severe cut which would harm home students even more deeply. Mr Carrillo has indicated that the Government will watch what

happens and could relent if the consequences are unbearable. He ought to reaffirm his promise now.

Versatile skills for the eighties

The National Training Survey (page 15) states a mine of statistical information, and of it out of date, about the distribution of vocational skills throughout the country. It also shows that the skills have been acquired and how those skills have been acquired.

One thing it does very effectively, over, is to put some numbers to the observation that people change their jobs and skills through life. Anybody who expects to find the rigid demarcation of government present apprenticeship arrangements reflected in lifelong patterns of employment would be disappointed. It is men in the sample who started in mechanical and electrical trades, moved to the service sector, and then to the service sector.

Nothing could more clearly support the case for giving every individual a broad general training, and for specific training within a change or upgrade which allows adults as they go through their vocational life to not something new. Versatility is not something that can be taught in a school or college, and all that is needed is a willingness to learn.

No comment

"Termination payment" in this context includes any part or whole of a lump sum payment made to a teacher in excess of the basic salary. The Department of Education has decided to take a decision on the basis of a decision taken by the Department of Education in 1977. The Department of Education has decided to take a decision on the basis of a decision taken by the Department of Education in 1977. The Department of Education has decided to take a decision on the basis of a decision taken by the Department of Education in 1977.

Birmingham set to replace sixth forms

Birmingham City Council is to consider replacing all its secondary school sixth-forms with a new college system. This is one option held out in a major consultation document on the future of the city's secondary school education published this week.

A dramatic slump in the birth rate, with only 13,062 children born in the city in 1977, whereas there were 25,073 in 1964, which has made sixth-form provision in the city's smaller secondary schools increasingly unviable, is forcing the education department to consider changes.

According to the document, there are 11 schools with no sixth form provision at all. This September, 13 will have less than 10 pupils.

The education department told school sixth-forms, it would be replacing them with new colleges capable of catering for 3,500 pupils by the year 1990. They could either be new colleges operating under new regulations or existing schools with further education regulations.

The document adds: "Existing secondary schools allow the easy identification of pupils which could be made for the colleges envisaged for the early 1980s onwards."

Administrative staff loss of posts

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Now the DES ponders who is to bear the brunt of cuts

by Biddy Passmore

Ministers and officials at the DES started busy round of consultations this week to decide how to share out the latest cuts in the education budget.

Education stands to lose an extra £135m next year: £52m from the budgets controlled by central government and—of course—distributed to their cuts equally among services—over £80m from local education spending.

Higher education seems certain to be the area worst affected. The £2 billion directly controlled by the DES, which includes the universities and research councils, student grants and capital spending, is to be cut by 21 per cent, compared with the cut of just over one per cent in local government spending.

Dr Rhodes Boyson, minister responsible for higher education, was discussing options with representatives of the University Grants Committee and the Research Councils this week.

The universities are thought likely to receive at least a full 10 per cent cut, the 23 per cent cut, implying a reduction of some £21m in their £500m budget for next year. This is because the Government is anxious to keep the £300m science budget more or less intact and will make a small reduction in capital spending, reflecting the anticipated school building regulations expected to appear soon.

The outcome of the talks with the universities, research councils and local authorities will be made clear in a statement by the Education Secretary on December 16, the date now fixed for the Reth Support Grant announcement. The next day, Mr Carrillo will face sharp questioning from MPs when he attends the Commons Select Committee on education for a session on the Government's spending plans.

High demand for postgraduate certificate

by Bert Lodge

Nearly twice as many students started a postgraduate certificate in education this autumn as embarked on a BEd degree.

And among the PGCE intake were 77 per cent more physics specialists than in autumn, last year. The total entry of 5,669 students, admitted to a BEd degree and in one-year specialist courses was 38 per cent short of the Government target of 9,100.

By contrast 10,721 students were admitted to PGCE courses, exceeding by almost 1,000 the target figure of 9,800, and amounting to an increase over last year of 7 per cent. Applications reached 17,061, a 9 per cent increase on last year.

Physics and mathematics of higher education recruited almost as many PGCE students as universities, 5,198 compared with 5,223. PGCE courses in the public sector number 59 compared with 30 in universities.

The physics intake was 432 compared with 244 last year. Maths specialists increased from 635 to 826, chemistry 348 to 420 and modern languages from 1,088 to 1,205.

The number of applications for BEd degrees starting in autumn next year is expected to be similar to this year's, according to the Central Register and Clearing House which handles applications.

The first application figure to start a BEd this term was 11,566 compared with 15,869 last year. This clearing house points out that this was the first year in which there was no Certificate of Education course available and so all students had to have degree entry requirements, plus for the first time, O levels or equivalent in maths and English.

Diversified courses such as BA, BSc, BEd and DipEd courses established at many colleges and institutes of higher education recruited 1,617 students.

Platform

Schools will be crippled by their salary structures in the '80s, unless Burnham is changed or bypassed, argues John Sayer

While I know one person who can speak beautifully about Burnham, nobody writes well of remuneration. Salaries pass most teachers by; either they fail to receive their due reward, or they do not realize their good fortune. Most of us are content to leave the obscurities of the Burnham Committee to our self-sacrificing representatives, or at most to enter the chorus grunts of approval or disgust.

We shall not be able to continue to run schools on the present salary structure. This is not an article on the underpaid profession. What prompts me to write is a salary structure which makes no sense in schools now, and will make even less sense in the mid-eighties when our secondary schools will be going through the most difficult years of falling or falling rolls. Schools were not easy to run in the late sixties and early seventies during a teenage revolution; nor in the late seventies during the peak years of political vandalism; but in the eighties, schools will be crippled unless something is done very quickly indeed about staff morale, staffing structures and the salaries behind them.

The annual rounds of salary talk do not begin to relate to the business of running schools. Teachers face an atrocious career structure with, ironically enough, a hierarchy hardened by Houghton to promote stability, the last thing needed just before a period of stagnation. To most teachers, the findings of the Houghton Committee have become a barrier to do with, a professional career, but the adoption of that committee's findings on structure, with its lastings on salary and no serious review of their management implications, left us with time-bombs set to explode in every staffroom.

Exactly because the Burnham Committee will not be able in the coming cramped negotiations to do much about levels of remuneration or comparability, it might be asked, why should we be thinking behind Houghton, and to consider whether that thinking, if it ever sound, remains appropriate for a different decade.

As it happened, in a period when falling rolls have been affecting primary schools more acutely than secondary education, the adjustment of Burnham points to support the former must have come as a cushion of relief. What kind of adjustment are needed for the corresponding period in secondary schools? Again, now that everyone seems as keen to make a marriage between secondary and further education as to marry off Prince Charles, can we really continue with separate Burnham structures negotiated in separate committees?

Can we continue with a further education structure related to negotiated conditions of service, and allow the disgrace of CQS/OP to blind us to the fact that secondary salaries are related to a different set of perceptions? Can we continue to support a further education department salary structure, which puts a premium on "advanced" work, more hygienic than the posts for sixth-form teaching, which "disappeared" from secondary schools two decades ago, at a time when we shall want good teaching for all levels of ability and across the whole range of general and vocational opportunities?

Houghton's reduction of the number of rungs in the ladder for secondary education has now made possible for most teachers to climb it. With the exception of the handful of senior teacher posts which are still discretionary, all these salary stages are now measured in thousands of pounds instead of hundreds. That is patently absurd. What we now need desperately is a more flexible structure, in order to recognize the extent of shared

Missing rungs



responsibility which makes for good schools and good teachers. Although the Burnham Committee set up a working party fully four years ago to review the new points structure, its members have been so caught up in comparison with Clegg or annual arbitration that the working party has hardly met, let alone tackled the structure on which the management of our schools depends.

The time-bomb in Houghton worked in a staffroom like this: reduce five salary scales to four by cutting three two, four three, and five four; add wide the salary gaps between them to prevent people from fitting from school to school seeking promotion and pollen (all this before high mortgage rates, reduced rolls, staffing cuts and reduced fees made a waddy compounded and all too effective adhesive). Those years have gone, and nothing has been done since, instead of dealing now with the number of Scale 3 posts as suggested after Clegg to retain teachers of shortage subjects, we have to look again at the whole structure. The agony for young teachers, wanting to set up a home without much prospect of Scale 2 for years is at least as effective a deterrent to teaching in subjects which command rapid promotion elsewhere.

The effects of "Houghton" are perhaps felt most acutely in the larger secondary schools, especially those which are not monolithic and may be variously described as federal, collegiate, or simply split-site. Such a school may be saving well over £100,000 each year by having only one head to pay, and only one to count outside pupils, but by having only three deputies and not two or three for each school site or community; and by having fewer scaled posts than would have been available in separate schools. Such are the fruits of extending resource and opportunity

Instead of creeping back into our former borrowings. This is not a matter for special pleading; indeed, we should try to organize schools that they are more cost-effective and that also involves savings of salaries. But it is reasonable to suggest that such schools should be able to put back some of these savings into paying heads of department a little more than they would have received in a school half the size; and that salaries should be flexible enough to recognize finer gradations of responsibility in complex structures.

In times of growth, development and opportunity, there will be dynamic professionals who will still wish to accept the greater challenge of such responsibilities with or without right remuneration, as part of the experience which will give them fulfillment and develop their career; but this is not to be that kind of decision. Another of the difficulties in schools above Group 11 is that the post-Houghton hierarchy, rigid at the best of times, takes deputies and heads into another salary sphere altogether. In the larger schools, only a "middle management" depressed in relation to similar jobs in a smaller setting, but also to the top jobs in the same school. What they can do to human and professional relationships is totally inappropriate.

There will be an area of change and development in the decade which ought to put off the re-igniting exercises by the above. In spite of the habitual death-kiss of token acceptance which seems to be the governmental response to the major reports, the recommendations of the Warnock Committee are likely to be implemented by local authorities. Whether in order to save money on expensive residential or out-county placements, or for good educational reasons, or both, the "normal" buildings for primary and

secondary education are being extended to provide for most special educational needs. As soon as we begin to respond to a spectrum of needs, the "special" education for one-fifth of the population ceases to be a matter for separate schooling or for separate units. The whole enterprise is engaged in reaching out to needs; resourcing whether physical or human, is as much for the "normal" setting as for the special attention beyond normal group work which will still be required. It becomes inappropriate and impossible to designate some teachers as "special" in salary terms and others as "other than special". So the separate salary scales cease to reflect good practice; they stand in the way of it. There has been no sign that the Burnham Committee is ready to look at the need for salary changes are happening fast.

What could be done quickly? Probably, in order to make life simple for everyone, there could be a quick move to divide each of the present scales into two for promotion purposes. The senior teacher scales could be placed according to school grouping so that it does seem to be an intended midway between deputy head and the next scale down. "Special" education allowances available to schools should be according to the actual commitment to special needs of all kinds, and should be allocated to any teacher according to the responses of the moment rather than being part of the permanent salary for a separate few; there should be more use of temporary allowances for flexible response to changing needs; and that would be about as much as could be expected for the coming year.

Thereafter, we should look for a points and grouping structure for schools which encouraged reward according to the level of responsibility without taking points from the effective teachers; and this could only come from a study of equivalence across different kinds of school or college. There should be greater vigilance with school orders to match stable funding for the whole school and equitable remuneration of individuals. There should be a determined move towards comparability and transferability of salaries and expectations for secondary schools and further education. And, finally, the means of distributing salaries as well as the body through which they are reviewed must be changed.

This has been left to last, because there has been speculation about the Burnham Committee without enough regard to the payment of salaries which it reflects. Certainly there is little point in rearranging the seats round the wrong table. It is difficult to resist the conclusion that salaries should be paid local authorities altogether; there is no case for local authorities to pretend to be paymasters in a national service, and while they have to struggle to retain power whilst salaries are drawn in part from local rates, they would probably not mind the loss of at least professional salaries from their central budgets; now that black grants prevent local discretion anyway.

The admirable salaries and qualifications branch of the DES at Dartington is hampered, certainly, by the fact that local authorities operations, and there would be savings, against local authorities above than adequate to meet the needs of a central salary agency. Moreover, this would give scope for a permanent research unit able to give information on comparability, and to undertake investigations for payed the scope of the Burnham Committee or any of its present components. There would still be argument, but at least we should know what we are talking about.

John Sayer is Principal of Bambergh School and Vice-President of the Secondary Heads Association, but this is a personal view.

NEWS People

Dr Malcolm Skillbeck, Director of the Australian Curriculum Development Centre in Canberra, has been appointed Professor of Education at London University's Institute of Education, but he will spend five of his time seconded to the Schools Council as Director of Studies.

Sir Alex Smith, who has been director of Manchester Polytechnic since it was founded 10 years ago, is to retire at the end of the academic year.

Also resigning next year is Mr Stephen Bragg, vice-chancellor of Brunel University since 1971. Mr Bragg is to take up a consultancy with the Science Research Council.

Mrs Jean Kercigan has been appointed head teacher of Gainsborough Primary School in Berkshire Road, Hackney, London. Mrs Kercigan, who took up the new post on September 1, was formerly deputy head teacher at Berger Infants' School, Homerton, London.

Mr Graham Tappin, head of the physical education department at Crayford School, Kent, has been announced winner of the Gerald Murray Award by the Physical Education Association. The award honours the association's best teachers for outstanding service to physical education.

Mr Daniel Ryan has been appointed headteacher of Gideon Special School, London. Mr Ryan, 48, who took the post in January 1981, is present deputy head of Ashford Special School, London Borough of Enfield.

Mr Brian Samuels has been appointed head of Padstow Comprehensive School, Nottingham, from January 1981. He is at present deputy head of Stoke High School, Ipswich, for the past six years, and has been chairman of the Regional Education Committee of the Anglian Examinations Board.

Mrs Barbara Moor has been appointed headteacher of Frankham Primary School, Frankham, Norfolk. Mrs Moor, 48, who took the post in January 1981, is at present deputy head of John Evelyn Primary School, Alverstoke, Dorset.

Mr Joseph Sheville has been appointed head teacher of Pilgrims' Primary School in Manor, Gillingham, Kent. Mr Sheville, 48, who takes up the post in January 1981, is at present deputy head of St Francis' Catholic Primary School, Honor Oak, SE22.

Mr Harvey Monie has been appointed head of Danford School, Tower Hamlets, East London.

Mr G. Heffley, assistant head teacher of Jericho School in Whitehaven, Cumbria, has been appointed head of the school, which is in the process of being transferred to the Diocese of Carlisle.

Miss J. Bayliss, deputy head teacher of St James' Church of England School, Cumbria, will take up the post as head of St James' Church of England School, Ruskland, Cumbria, in April 1981.

Mr D. Henderson, head of Broad School, Wigton, Cumbria, will take up the post of head of St James' Church of England School, Whitehaven, in May 1981.

Mr A. James, deputy head of Broad School, Wigton, Cumbria, will take up the post of head of St James' Church of England School, Whitehaven, in May 1981.

Miss S. Rothwell, deputy head of Dacia Givill School in Barrow, has been appointed head of the school, which is in the process of being transferred to the Diocese of Carlisle.

NEWS

Courses are overcrowded with aims and objectives, claims new report

'Four year BEd will ensure its survival'

by Bert Lodge

The current three-year teacher training course leading to a BEd degree should be extended to four years, says a report out today.

It also calls for a clear definition of what is a "teacher" and what is meant by "teacher education" and for a distinction between supervising a student on teaching practice and assessing their performance.

The Council for National Academic Awards, validating body for the majority of the country's BEd courses, is accused of appearing a "bureaucratic animal" to most college staffs.

The report is the result of a two-year working party into the style and content of school experience in the 44 BEd programmes validated by the CNA. Chairman was Mr Norman Payne, principal of Bath College of Higher Education.

While acknowledging that it is difficult to define what a "teacher" is and what "teacher education" is for, the course implies that a model of sorts exists. It would be more useful to students if this were made explicit and all staff had a chance to discuss it.

Similar uncertainties exist in what is understood by "school experience". But it is felt that sustained periods spent in school by the student are the best preparation for the profession. Over 70 per cent of school staff support this approach compared with 55 per cent of students and 43 per cent of college staff.

The paradox is, according to the report, that colleges and schools are not able to articulate precisely what it is that school experience does, it nevertheless does it. The BEd produces competent teachers, say the researchers.

Some colleges' belief in school-based learning as the central focus for BEd programmes was hindered, the report says.

by Bob Doe

The Government's new one-year pre-vocational exam and the Inter-Regional exam for A level students have serious gaps in coverage, says a report out today by Mr John Mann, Secretary of the Schools Council.

The country lacks a coherent system of courses and examinations for the age group, he said at the council's convention.

Underlying his remarks is a serious difference of opinion between the council, whose job it is to advise the Government on the curriculum, and the Department of Education and Science.

The council wants an integrated system of education and training in place of what it sees as the present piecemeal developments.

Thousands of 16-year-olds would be catered for because they fall between the pre-vocational exam and the 1 level. Mr Mann said.

Mr Mann said the council's chairman, Mr John Tomlinson, had made it clear this week that they would be prepared to broaden the target group for 1 level by developing the curriculum so that only students taking two A levels could take the 1 level.

The 1 level should be available to the 30 per cent who take A level, but who fall or are not present. Mr Mann said. He also said that the council would be prepared to broaden the target group for 1 level by developing the curriculum so that only students taking two A levels could take the 1 level.

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ship between theory and practice is crucial if the BEd is to survive, the working party found. "The key question to ask is whether this can be achieved in a three-year programme."

After examining several courses, the report favours a four-year programme in which the first two years are spent in mixed interest groups leading to the Diploma of Higher Education and involve no more than a four-week block either in school, industry or social work. Professional development would be concentrated in the final two years.

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inquiry found, by CNAA emphasis on academic rigour.

One of the factors that made CNAA look like a "bureaucratic animal" is the time the CNAA takes to validate a new course submission, says the report. This is because the officers of the council are also full-time employees in other institutions, it is pointed out.

Another factor is the revaluation after five years. "To plan for revaluation now when we're only just teaching for the first time on the four-year honours programme is unrealistic."

There was concern that junior lecturers are rarely represented on visiting CNAA boards, nor do they get much chance to meet the boards when they visit their colleges.

Despite the acknowledged value of school experience, it is expensive in both money and time, the report finds. Transporting students in schools round the country or region is a drain on college resources and colleges may budget for no more than one supervisory visit a week.

The inquiry found many tutors who pay for extra visits out of their own pocket if they think the student in need of them.

It also emerges that a tutor unable to visit a particular school except on a fixed day each week may accordingly lose credibility in the eyes of the school for incomplete surveillance of the student.

This credibility is hard gained and soon lost by college staff. The centrality of the school focus, as perceived by the schools, questions

the adequacy of weekly supervision and stresses the permanence of school guidance at the school face."

For the weak student few alternatives were found to more visits. There was no qualitative difference in the nature of the support offered. "There are instances of micro-teaching techniques being adopted for remedial work but these are few. This is an area where considerable development could be made and where innovative approaches are sorely needed."

Out of 41 colleges, 37 agreed they used an assessment schedule for students' teaching practice. Yet a lack of agreement was found about what they are assessing and the meaning of such criterion was not necessarily shared among staff.

The report calls for any implicit weighing process to be made explicit. "A student would have justifiable grounds for complaint if no found that an element on which he had expended a great deal of time and effort was being devalued according to hidden criteria."

Finally there should be a clear understanding of what the mark for teaching means in the context of the BEd degree. Case studies have shown a lack of information amongst many participants of the significance of the marks they had given and this is true over the wide spectrum of assessment practices investigated."

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Disruptive units 'being misused'

by Diane Spencer

Special units are increasingly being used as a way of punishing unruly children rather than helping them, a conference of special unit teachers and advisors was told this week.

Mr Geoff Whitty, an education lecturer at Bath University, said that units were also used as a means of protecting mainstream pupils from "pollution".

These units were changing from being "free schools in disguise" in the early seventies to institutions for keeping children under tight control, he told the conference at Bristol University.

Some authorities were talking of the interlocking effect of the units on mildly disruptive pupils back in schools and how the places should be inconvenient, uncomfortable and less attractive than the normal school.

"Gone is the rhetoric of the caring community, and gone is the idea that special units could have a positive influence on mainstream education," he said.

Even the liberal and progressive authorities talked of "highly structured and tightly controlled establishments" when attracting applicants for jobs in their units. This would attract a different type of teacher than in the past, he said.

He urged teachers in special units to fight these changes. Later, the conference resolved to start an organization which would act as a pressure group to promote their ideas in mainstream education.

Further cuts will break the law, councillors are told

County councillors in Hampshire have been warned they may be in breach of the law if they allow any further cuts in school staffing standards.

The warning has been delivered by the Fareham and Gosport Teachers' Consultative Group, which represents all recognized teachers' unions and has conducted a survey of the 10 secondary schools and one further education college in its area.

During the survey, it emerged that several subjects had disappeared either partially or completely from the curriculum. In one school, religious education was being taught outside the normal school timetable, while several had cut the teaching of a second foreign language.

Mr R. M. Jenkins, the group's secretary, said: "We have been on the bottom quarter of the list for educational spending and once you start cutting from a low provision you are soon down to the bone."

A statement from the group said that if the staffing situation worsened the authority could well be in serious danger of being unable to meet its statutory obligation to provide a full education for all its children. It added: "The more able aren't getting the choice of subjects and the less able are getting less attention."

Officials at the county council say it is too early to assess what will happen to staffing ratios in next year's education budget. Emergency action taken in September led to the freezing of 320 unfilled teaching vacancies and there will be reductions next year. The jobs were on top of cuts in teaching posts in line with falling rolls.

More strikes likely: in support of Mrs Crosbie

Teachers in Nottinghamshire are likely to take industrial action again next term in support of sacked nursery teacher Mrs Ellen Crosbie.

Members of the National Union of Teachers in the county were holding ballots this week on whether to take further industrial action and the early indications were that many teachers would be in favour of it.

Mrs Crosbie was dismissed for refusing to teach a class she considered unsuitable and overworked. The authority's decision to sack her was upheld by an industrial tribunal in October.

Mr Tony Taylor, NUT press officer for Nottinghamshire, said: "If action is taken, it will be starting in the first few weeks of next term. It may be further strikes or another form of industrial action."

NUT officials have decided they will not inform the county council of any action. Only head teachers of schools to be affected will be told to allow them to inform parents.

Meanwhile, the county council has advertised Mrs Crosbie's job as nursery teacher attached to the unit as Robert Mollers School, Arnold, but the NUT has requested the support of other teachers' unions in blocking the post.

Prior brings 'Open Tech' plan a step nearer

An "Open Tech" along the lines of the Open University was brought a step nearer last week by the news that Mr James Prior, the Employment Secretary, has asked the Manpower Services Commission to draw up a scheme.

The commission's proposals will turn part of a consultative document on training due to be published early next year. They will include the use of video and cassette recorders and special television programmes to teach practical skills in close cooperation with existing further education colleges.

Speaking in the Queen's Speech debate on unemployment in the House of Commons last Wednesday, Mr Prior said it was essential to use new technology to close the gap in training arrangements at technical and supervisor levels.

"I am convinced that we need more open opportunities for technical training," he said. "By 'open' I mean that there should be no formal pre-entry educational qualifications, and that such opportunities should be available to people irrespective of whether they can join with others for structured classes or set times in working hours."

Mr Prior said it was essential to use new technology to close the gap in training arrangements at technical and supervisor levels.

NEWS

Council brings abrupt end to party power sharing

Labour sacks Tory governors

by Sarah Bayliss

More than 100 Conservative-appointed school governors have been dismissed by the Labour council of Sandwell in the West Midlands. They will be replaced on January 1 by Labour party members and supporters.

The move ends a tradition of power-sharing between the two political parties and means Conservative representatives have effectively been banned from school governing bodies. Labour governors will now have the majority of seats—about nine—on each of Sandwell's 27 school bodies. The remaining seats will continue to be filled by the headteacher, one teacher, pupil and parent.

Mrs Vera Young, former Conservative chairman of education, claims the action will also wipe out "independent" governors. She said three local policemen and a doctor's representative were among those appointed by her party for their community links. They have now

been dismissed with the rest. Sandwell council, where Labour won a substantial majority from the Tories last May, has taken the action after voting for changes in the articles and instruments governing schools.

The articles now say co-opted governors—six per school—can be replaced at any time. Previously co-opted governors were nominated by the council for a fixed term of four years. Their term was due to run out in May 1981 but will now end on December 31 this year.

In addition representative governors—three per school—who are always councillors, will now have to be Labour party members.

Mrs Young said the changes were legal but had never been taken before in Sandwell. "We believe this move sets a very dangerous precedent for politicising governing bodies. Parents and non-political governors have expressed concern."

When the Conservatives were in power they allowed the Labour

party two co-opted members and one council representative on each governing body, she said. Mr. Horace Tromans, Labour chairman of Sandwell education committee, said the fixed term of office for co-opted members had proved to be an "anomaly" when the council changed hands. A list of new governors had been drawn up. "I believe all of them are Labour members or supporters", he said.

Mrs Joan Sallis, a parent member of the Taylor committee which investigated school government said it was "not unknown" for the opposition party to be deprived of seats on governing bodies. This happened more in areas which were politically unstable; councils which rarely changed hands were more likely to be generous towards the opposition.

Mrs Sallis added, "I am pretty shocked by the sacking of co-opted members in mid-term. That is an extreme attempt to secure political control."

Warnock reforms must be national, conference told

by Diane Spencer

The Government must face up to the constitutional issue of giving specific or percentage grants to local education authorities, Mr. George Cooke, vice-chairman of the Warnock committee and general secretary of the Society of Education Officers, has warned.

Speaking at a conference at the London University Institute of Education last week, he said that the central government must not be allowed to leave reforms recommended in the White Paper entirely to the discretion of local authorities. Disparities of service would develop between artificial boundaries and little local loyalties.

"We cannot afford to have 104 different local education systems with different standards and yet another set of systems for voluntary organizations," he said. Inservice and inter-professional training courses were of crucial importance to implementing Warnock but they would be expensive, and must not be left to the discretion of education authorities to decide whether or not they could afford them.

The White Paper did not go far enough. Legislation and exhortations were insufficient. Nobody expected a massive injection of public money but he thought there could have been a small resource commitment to start pilot schemes to develop good practices, he said.

He thought that if the government could find £250m for unemployed young people to channel through the Manpower Services Commission it might have found a little for special education via the local education authorities. Cooke asked why these funds, for educational purposes, were being directed through the MSC? If the constitutional issue of specific grants was not faced, the Government might turn to an increasingly centralist solution.

Lady Young, junior education

minister, told the conference that she was "a little horrified by the way a few people, who should have better having read the White Paper, said that nothing can be changed without extra resources". This was simply not true, she claimed. There was scope for redeployment of existing resources within the statutory framework.

Mr. Neil Kinnock, opposition spokesman on education, said the weak that legislation on special needs in education will prove to be "superficial and innocuous". The White Paper proposals were an adequate response to the needs of the 20 per cent of children with special education requirements.

There was a nod in the direction of parents' rights and commitment for work in special schools, but parental powers were vague and there was no suggestion that efforts of teachers in special schools should be rewarded and encouraged by more support. Nor was there provision for extending facilities for under-fives and young adults, he said.

Mr. Kinnock pledged "strong judicious and resourced opposition" to the proposals in Parliament and urged MPs from other parties would join in.

The Advisory Centre for Education, the education watchdog group, criticizes the White Paper for lacking an "unequivocal commitment to integrated education as a right" and for not going far enough to support the needs of the disabled. The White Paper would lead to a degree of international humiliation for Britain at the start of the International Year of Disabled People, it said. The proposed change in the law also means a further setback to parents' rights in direct consultation to the Government's present commitment for parental choice and information which to base their decisions.

Curriculums not coordinated, claims college review

Curriculum dissemination in further and higher education goes on without rationale, without strategy and without coordination. Some small improvements could be made but they would be only palliatives until three major areas are tackled. These are among the conclusions of a report written for the Further Education Curriculum Review and Development Unit by staff at Blackpool and Fylde College.

Curriculum dissemination is neither sophisticated nor efficient, the report says. Too little experience from the emerging discipline of curriculum development has been brought to bear in further and higher education.

In a sense the lack of coordination affects the element of opportunity in the sector itself, an entrepreneurial tendency whereby problems are simultaneously solved and new ones created, says the report.

Examples of this process can be seen in the colleges in the formation and development of new courses, at the centre in the attempts to rationalize the resulting patchwork and to the attempts by other interested parties to influence developments of both levels. Hence, says the report, efforts towards change in further and higher education curriculum, and consequently attempts at curriculum dissemination, often fail to operate co-operatively.

Call for free meal changes

The cost of providing free school meals for children in need should come out of the Department of Health and Social Security's budget, the Royal Society and the Fellowship of Educationists have said.

The committee is concerned that children taking free meals can be too easily identified, especially where an authority has had to scrap its school meals service in order to meet Government demands for

NEWS

Jobless who stay on for exams are to lose benefit cash

by Richard Garner

Unemployed school-leavers who remain in the classroom to sit examinations will lose up to £10.50 a week in supplementary benefits, the Department of Health and Social Security has warned this week.

Under a new clause in the Social Security Act, which has just come into force, their families have lost the right to claim supplementary benefits immediately the examinations have finished. They will be treated as full-time pupils for the rest of the summer term and therefore excluded from benefit until September.

Mr. David Hart, general secretary of the National Association of Head Teachers, which this week urged Mr. Mark Carstairs, Education Secretary, to conduct an inquiry into the curricula which, they say, went through Parliament "unnoticed".

"These youngsters are being punished for staying on at school to take examinations which, especially in this period of severe unemployment, are crucial to them."

Mr. Hart added in a letter to Mr. Carstairs: "Pupils and their families will have inevitably to decide whether they should continue to take CSE, with the risk

that they may lose benefit or leave at Easter without taking examinations in order to guarantee their supplementary benefit."

Nearly half the country's 16-year-olds are entitled to leave school at Easter, but the overwhelming majority—about 200,000—elect to stay on and complete CSE examination courses.

Officials at the Department of Education said they would be monitoring the situation next year to see if there was any effect on examination entries.

The Department of Health and Social Security said it felt that the change had been "well-publicized" and had been introduced to plug a loophole whereby youngsters were registering as unemployed during the summer months and then returning to school in the autumn.

Mr. Hart said he felt that the number of youngsters taking advantage of this loophole would have been "negligible".

'Come in and teach' call rejected

by David Lister

Nicky Harrison, the chairman of the AMA education committee and deputy leader of Her Majesty's Inspectorate, has been challenged by opponents of school closures in the attempt to teach for one week in a school to get "an accurate picture".

Mr. Robin Best, convenor of the campaign against school closures in the north, told Mrs. Harrison, until recently the borough's education chairman, that in some of the local schools it was often difficult to get an accurate picture of the situation because of oversize classes, over-crowding and other factors.

Mrs. Harrison challenged him to do so.

She has written to her, saying: "I believe that your visits to schools do not and did not give an accurate picture. I fall to see how prearranged visits by the education committee, with full head teachers or deputies, can reveal to you the real situation within our schools."

She therefore proposes that you, for one week, teach in one of the authority's schools. It seems to me that you, a politician, deeply involved in decisions which will affect the lives of many school children in the borough,

Big drop in overseas applications

Applications to universities in the United Kingdom have fallen by 30 per cent down on the same time last year, according to the latest statistics from the Universities Central Council.

There was only a slight improvement in the number of applications received by November 15, but under half of the applications received in the normal closing date of December 15.

The fall in applications is a slight surprise, since last year's fall was of the order of 50 per cent of applications from women.



Nicky Harrison: proposal was 'ludicrous'.

would find such an experience invaluable."

Mrs. Harrison this week described the proposal as ludicrous. "If we were talking about the health services would I be expected to work in the operating theatre?" she asked. "It also ignores the fact that teachers have to be trained and qualified."

Horling's education committee met last night to decide on proposals to merge schools. The proposals are among the options facing the London borough in its bid to tackle falling rolls.

Mr. Baate, who teaches in a local special school, says the campaign against school closures is claiming that there has been insufficient consultation.

Bus services saved

Bus operators in Kirklees have reprieved 102 out of 163 school services threatened with closure.

After discussions with Kirklees Council, the West Yorkshire Passenger Transport Executive is to cut 61 services, of which 30 will be covered by private operators. The remaining 31 are unlikely to cause problems, says the council.

Sponsored crossings

Kent firms are being asked to help schoolchildren cross the road, in a bid to ease its financial plight. The county council hopes to persuade local companies to sponsor road crossings at an estimated saving of £211,000.

Sponsored crossings would wear a coat with the name or emblem of the firm.

Personal column

Mary Warnock

A look on the bright side

There is in existence a small private collection of Warnock headlines, of which my favourite, naturally, is one from this paper which reads "As much Warnock as possible". There was a less agreeable one two weeks ago, however, which read "Stepping back from Warnock".

The same issue (November 21) provided further evidence of the generally negative approach to the White Paper on educational needs, and to probable future legislation based on the Warnock report.

Reactions have been amazingly predictable. I have been complaining that there will be no more money. Local authorities complain that there will be no monitoring against them to have seats on, teachers complain because their work will be harder, but no better paid. I find the general pessimism sad, and the outcome probably wasteful. The proposition that nothing is possible without the allocation of extra resources will render itself true. People will come to believe that nothing can be done, on the grounds that not everything can be done.

Quite contrary to such beliefs, there is evidence for many different parts of the country that both L.E.A.s and particular schools—including private schools—are beginning to think in terms of special needs rather than special provision, and the reforms of the examination system, all the new emphasis on, for instance, the teaching of basic mathematics will spill over into the teaching of children with special needs. Conversely, there is an increasing body of experience in the teaching of slow learners which will be much more widely exploited. I really believe that the integration of teachers, which has always been the most important form of integration, is on the way.

cheating must be most determinedly resisted. They know perfectly well that they may spell the final end of the grammar school ideal. It was probably naïve to hope, as I did, that comprehensive schools could retain the traditions of the grammar school while bringing to them new virtues of their own in Oxfordshire, in the far off days, we certainly believed that this would happen in our great new schools... Benbury, Bicester, Peers School, Littlemore. It had been in the grammar schools that the first mid-century-year children must benefit from the teaching of the specialist experts; this will be lost with tertiary colleges.

And there is another loss as well. The grammar schools were well accustomed to the idea that people do not develop strictly according to their age; and, especially in such fields as drama, sports, and music, there are truly extremely precious children. For such children (and some are after all, not children at all, but are fully grown at 14, 15 or 16-year-olds) it is an inestimable advantage to work alongside their elders, in chamber music, on the stage, and on the playing fields.

Their elders may be less talented but will have the advantage of maturity. If there could somehow be a sharing of teachers between school and colleges; and if there could be shared music, games and drama, perhaps on Saturdays or sometimes after school, and this as of right, then many of my doubts, at least, would be laid to rest.



Antarctic taste—or how to handle a penguin—just one of the themes discussed at London Zoo this week when the first correspondence course in animal management was launched. The guest speaker was broadcaster and naturalist David Attenborough.

Americans stick closer to rules than 'sloppy' English

by David Lister

The assertion of Shaw's Professor Higgins, or at least his musical reincarnation, that "there even are places where English completely disappears, in America they haven't used it for years", has been disproved by a computer.

English teachers, it seems, will no longer be able to reprimand their pupils for using "Americanisms". For contrary to popular opinion, American English more closely follows the rules of "good grammar" as traditionally taught in schools than do the English.

During the past 10 years, Professor Geoffrey Leech of Lancaster University and academics from Oslo and Bergen universities have put one million words of modern representative English prose taken from books and newspapers on to magnetic tape. American academics have indulged in the same exercise with American publications. And now the Social Science Research Council has awarded Lancaster a £31,264 grant to analyse the findings of the two corpora.

Early analysis shows that Americans stick more closely to the rules of grammar than we do. They do not commit the "fault" of beginning a sentence with "and" or "but" as frequently as the British. Also examples of collective nouns such

as committee, government and family with a plural verb are not unusual in the British corpus, but are rare on the American.

We, however, can boast of being linguistically liberated. The American vocabulary displays sure signs of sexism with the boy and man well represented whereas she, girl and woman occur more frequently in the British collection. Linguists hope that the computer analysis will at the most basic level provide information on how frequently words are used and can also be used in language teaching, providing an opportunity for teachers to reflect on how the language is used rather than how grammarians and pedagogues think it ought to be used.

There is one snag, though. The texts on which the conclusions are to be based were collected in 1961. In the past 19 years language on both sides of the Atlantic has changed. Grandmas have become social citizens; air is a form of address used nearly exclusively by schoolchildren and in the army; mud is barely used at all unless in a newspaper headline on a brother case; the women's liberation movement has lessened the incidence of the male gender in the English lexicon. And even the most respectable papers start sentences with the word "and".

DES 'should drop responsibility for research councils'

Responsibility for science and the research councils, which spend about £300m a year, should be removed from the Department of Education, Lord Todd, said this week in his retiring address.

It should be given instead to an independent advisory group reporting to a minister without portfolio, with responsibility for science and technology, he said. Promotion of science was necessary to make trained scientific manpower available to meet the country's technological needs, Lord Todd said.

Without an advisory group which could call on the resources not just of government departments but also the Royal Society and the Fellowship of Engineering, government would continue to depend on internal advisers from executive departments, whose views would be in some measure partisan.

Magazine winners

Pupils at Carlton in Willow School, a secondary school in Gedling, Nottinghamshire, have won the first prize in a national school magazine competition run by The Sunday Times for their magazine *Pseudonym*. In all, 200 schools competed for the prize of £500.

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SAINSBURY'S MORE OF A CHALLENGE MORE OF A CAREER

Architects and local authorities have failed to consult teachers when designing primary schools, reports Bob Doe

Open planning blight

Design faults in open plan primaries have been repeated in school after school, according to a Schools Council report.

- It says:
- only a third of staff in open plan schools like them;
 - up to a quarter of the day or more can be taken up by classes moving around;
 - open plan schools are not all ultra-progressive;
 - open plan schools are more stressful to work in;
 - some teach seven hours of mathematics a week while others only teach two.

The most common type of open plan school in England and Wales is the one least liked by teachers, according to the Lancaster University team that looked into open plan schools for the Schools Council. Mistakes in design have been repeated because nobody asked teachers if they thought the designs worked properly, children in the upper age range.

In the team's report, published this week, the researchers blame both architects and local authorities for failing to consult teachers beforehand and for not checking that the buildings worked properly afterwards.

The team, under Professor Neville Bennett, says open plan schools were originally conceived to fit in with what were thought to be modern teaching methods. Later, however, they became the only primary schools built because they were cheaper than schools with corridors.

Over 10 per cent of the primary schools in England and Wales are now open plan, but the researchers say little account has been taken of this.

They questioned all the head teachers and a third of the teachers in every one of the 2,000 schools. In addition the Lancaster team visited over 100 schools and carried out interviews and detailed observations in 23 schools.

They found a huge variety of practices, both in what was being

tought and how. Open-plan units designed for two or three teachers with shared practical and quiet areas were the most common. But this was the type least liked by teachers. They wanted more shared open areas to make room teaching feasible and complained of excessive noise and disturbance.

Teachers also said there were not enough open practical areas which could be easily supervised. One "fairly typical" example quoted was a school where the practical areas were main thoroughfares with no electric sockets and only one sink each. There were no cloakrooms and only one blackboard between two classes. Use of the central hall caused considerable disturbance because there were 10 rooms opening off it.

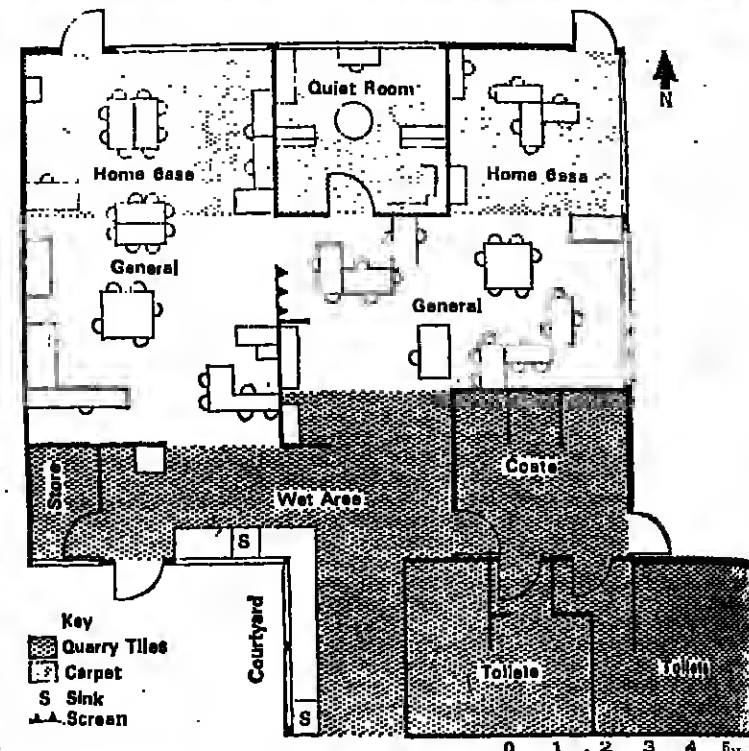
Perhaps not surprisingly, a third of the teachers in open plan schools preferred conventional schools. A similar number said they liked open plan and the rest expressed no preference.

Teachers complained open plan was more tiring because of the constant demands from children and the need to keep noise down. More heads (a half) liked open plan largely because they enjoyed being able to get involved with classroom organization more easily. Few local authorities had coherent plans for open plan schooling, either for designing or staffing, the researchers say. Each school tended to be built as a one-off, often by different architects.

Few advisers or teacher trainers had ever taught in such schools and insufficient attention was given to open classroom techniques in initial or in-service teacher training.

Considerable amounts of time seem to be wasted in open plan schools, though no detailed comparison with conventional classes was made. A quarter of the day in open plan infant schools could be spent on such things as calling the register, moving about from one activity to another, tidying up, changing for PE or just waiting.

The researchers pointed out, however, that the time spent in, say,



Poor design: quiet room and wet area cannot be supervised from bases. This design won an architectural award.

tying an infant child's shoelace, is not necessarily wasted. But in addition to this "administration and transition" time, for another 16 per cent of the day on average pupils were found to be "uninvolved" in their work. There was wide variation between schools on these measures of efficiency. Some managed to halve "transition" times.

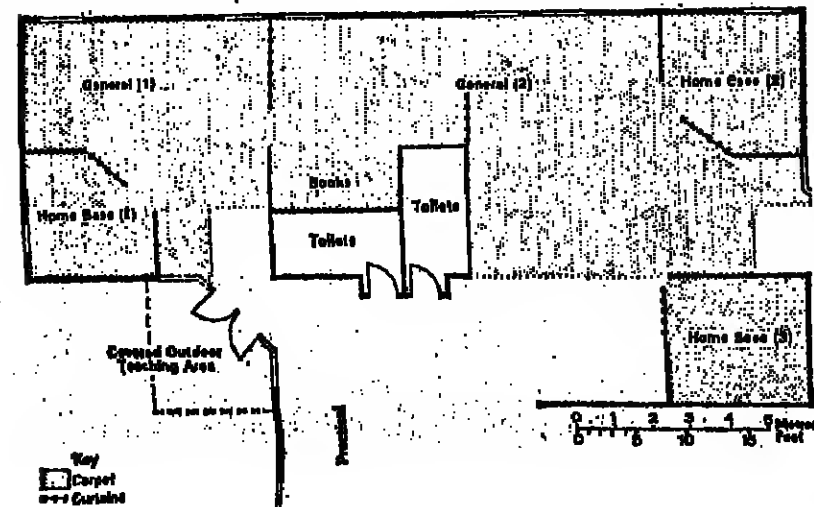
There was also considerable variation in the time spent on different subjects. Half the day on average was spent on language and maths, though three times as long as some schools. Some taught two hours maths a week while others taught seven. Environmental studies varied between nil and seven hours a week.

Pupils' concentration varied with the subjects. While they were apparently "involved" for only two thirds of the time in maths, they concentrated for 95 per cent of the time in social and moral education.

Professor Bennett said this was that some teachers were evidently better organized than others.

Though the team had found no criticism, they were not asking for a return to corridors. "Nothing in our data says let's get back to separate base," he said. "If open-plan schools are well designed they open up new possibilities where teachers are trained to make use of them. Open plan was more stimulating and more demanding. Not all to be sure were suited to it, and staff policies should recognize this. Local authorities should take teachers' preferences into account when employing them. Open-plan schools needed committed teachers to make the best of them, not 'teacher misfits'."

Open Plan Schools, by Neville Bennett, Jenny Andros, Paul Hegarty, and Barbara Wade, published by NFER Publishing Company. Price £5.75.



Good design: the practical area can be supervised from the general teaching area.

Let three-year-olds share classes, says Lady Young

by Biddy Passmore

Young children should share nursery classes, so that more can attend, according to Lady Young, junior education minister.

Addressing the National Campaign for Nursery Education in London at the weekend, Lady Young pointed out that the number of three- and four-year-olds was now at its lowest. Local authorities should make advantage of this by making existing facilities more widely available.

"Why not let a three-year-old attend a nursery class for only two half days a week?", she asked. Eighteen per cent of three-year-olds at present attend nursery education and that proportion could be increased substantially by allowing

young children to share a class. The pattern of attendance would need to be progressive so that, by the age of four or so children would be attending nursery classes for five half days a week.

The Minister said she preferred nursery education to "the cheaper but, for the children, less satisfactory" option of admitting them to a reception class. In a reception class, she said, they might find themselves with five and perhaps six-year-olds with only one member of staff, who had not been specially trained, to teach younger children.

Provisional statistics showed that the number of children in nursery classes had risen by 5,600 between 1979 and 1980, Lady Young added, although the number in nursery schools remained roughly the same.

British Council faces major review of its work

by Hilary Wilce

Important changes of emphasis in the work of the British Council are expected to result from two major internal reviews currently being conducted.

The financial and organizational structures of Britain's complex and many-faceted agency of cultural diplomacy are under review by a team headed by Lord Selsdon. The three-man inquiry is expected to report to Sir Charles Troughton, chairman of the British Council, early next year.

At the same time Mr John Burgin, who took up his post as director-general of the council in May, is conducting his own policy review. He has completed consultations with council staff and plans to consult with outside advisers in the new year.

The two channels of inquiry are likely to converge next spring, and it is obviously hoped that their findings and recommendations will provide a firm foundation for council work in the 1980s, after several years of extreme difficulty.

Sir Charles Troughton, chairman of the council, writing in the 1979-80 annual report, published yesterday, expresses hopes that, after this, "we shall be able to face the very challenging years ahead with a clean bill of health and without further inquiries."

The kind of "inquiries" he has in mind are almost certainly the kind that the council has been busy defending itself against in recent years. In 1977 the Central Policy Review Staff recommended axing the council altogether, and shortly afterwards the Government proposed to cut its core budget funds

by 25 per cent.

Vigorous opposition has brought these cuts down to £8.5m, but 18 per cent, over the five years 1979-80 to 1983-84, but cuts have still taken the bulk of programmes and morale over the years.

Books, arts and scholarship schemes have all been trimmed, and five hundred posts are to be phased out by March next year. In this climate of opinion, it is not surprising that the new review is strengthened under the new system of priorities in the growing range of contract educational development work done on behalf of international funding agencies such as the World Bank.

*The British Council Annual Report 1979-80, obtainable from the British Council, 10 Spring Gardens, London SW1A 2EN, price £1.20.

DES changes mean closer poly and university links

Planning of the universities and polytechnics will be brought closer together as a result of organizational changes at the DES announced in May and completed last week.

Three departmental branches, under Mr Richard Bird, deputy secretary, will be responsible for all higher education, further education and science.

The most significant change is the grouping of university and public sector higher education in a single branch (FHE1), under one deputy secretary—Mr John Thompson, who took up his post last week. The university sector and the polytechnics and colleges were previously organized under separate branches.

Mr Ray Walker, formerly under secretary in charge of the teachers'

branch, is the new head of the second branch (FHE2), whose responsibilities are largely unchanged. Its four divisions will cover education and industry, especially engineering and youth policy; vocational training; the 16- to 19 age group; and continuing education.

The third branch, FHE3, is to be run by Mr Noel Thompson, under secretary. It covers student affairs, the Open University, institutional and legislative matters, student awards and the research councils. The fourth branch, FHE4, will be a married couple. Within FHE2, Mr Richard Chaffinay takes responsibility for technician education and 16 to 19 provision, while his wife, Carol, is in charge of adult and continuing education.

More news on page 14

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OVERSEAS NEWS

Middle East

Pledges fail to secure Palestinian programme

by Hilary Wilce

A threat continues to hang over the education of more than 300,000 Palestinian refugee children in the Middle East.

The United Nations agency which runs their schools remains in deep financial difficulty, for spite of promises of £52m, most of it from the United States, the United Kingdom and Sweden, which were made at a recent pledging conference in New York.

But this still leaves the United Nations Relief and Works Agency (UNRWA) with a predicted deficit in 1981 of more than £35m, and the agency estimates that only about £15m of this can be saved by general drastic cost-cutting.

This leaves it with the choice of continuing to run all its schools in its five locations—Jordan, Syria, Lebanon, and the Israeli-occupied territories of the West Bank and the Golan strip—until, midway through next year, or closing schools in Jordan and Syria immediately in

order to lift the short-term threat from its other schools. This would affect 170,000 pupils and 5,000 teachers.

A decision is to be taken by the agency's advisory committee this month.

The agency has been in financial trouble for some time (TES, May 9), and the schools have been kept going during the last half of this year mainly by emergency donations of £2.5m each from Iraq and Saudi Arabia.

The agency's health and education programmes have aroused a measure of international sympathy, and have been discussed at the Council of Europe, and in the letters columns of *The Times*. Further funds might be forthcoming from countries in the Arab world at a later date.

But UNRWA's commissioner-general, Mr Olof Rydbeck, is not hopeful of solving the agency's financial problems without a major cut-back in its education programme.

Denmark

Fishing town 'abolishes' unemployment

by Christopher Follett

COPENHAGEN

Denmark's third biggest North Sea fishing port no longer suffers from chronic youth unemployment, following an extensive local job-creation initiative.

The predominantly conservative Hohnholm town council decided to abolish youth unemployment last year by refusing to put this young on the dole any more, and creating work for them instead.

After its first year in operation, the scheme is still enthusiastically backed by local employers, union and labour exchange officials, and the young themselves, even though they earn only marginally more than they would receive in unemployment benefits—38 kroner (£2.70) per hour.

With a population of 6,000, Hohnholm was experiencing above-average youth unemployment in 1979 and set up a youth unemployment committee. Unemployment in Denmark is currently among the highest in the European Economic Community with 175,000 jobs less than 7 per cent of the work force. Of this figure, 75,000 or 43 per cent are young people. Youth unemployment has doubled in Denmark in the past year.

The council committee came up with 80 suggestions for jobs, mainly in the local fishing industry. Local youth work on making and repairing wooden fish crates for the large Hohnholm fishing fleet.

The scheme came about two to three million kroner (£150,000 to £215,000) annually, or 2 per cent on local rates.

According to Mr Niels Graversen, the social officer with responsibility for the programme, virtually all of the 150 young people to have taken part in the scheme to date found work or went on to further education afterwards.

Longly negotiations led to the passing, last year, of a law giving the area a measure of independence and self-government, but progress since then has been slow, and the elected general Basque council, dominated by the Partido Nacionalista Vasco, withdrew its members from parliament in protest.

Meanwhile the region's problems have kept it in the headlines. The separatist ETA organisation is still active, and industrial recession has produced dangerously high unemployment levels in the grimy industrial cities.

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Anticipating this problem, state teaching jobs at Basque universities and teacher training colleges will not be on offer outside the Basque region unless expressly requested by the Basque authorities, who are anxious to stop the brain-drain to other parts of the country.

The university takeover is still under negotiation and will probably not be effective until the summer of the promised autonomous university law, which will change the controversial system whereby dons are elected by examination and then

As well as getting more money and the restoration of lower promotion posts, the unions are concerned in getting conditions taken out of the discussions.

This annoyed the review body and some school managers who would supervision, substitution for absent colleagues, parent contact and pastoral care to be recognised as an integral part of teaching service.

Management, delayed signing the pay agreement last week to make its points, but eventually agreed to do so, under strong pressure.

The decision was made without consultation and announced by the



"Long live the Basques." Now they have control of their own school.

Basque separation brings in changes

by James Connell

BILBAO

After a slogging year-long battle between the Basque Government and the state authorities in Madrid, local responsibilities for education administration, promised in the autonomy statute, are at last filtering through.

The Basque parliament, which has been functioning since October at its new headquarters in Vitoria, is considering the tricky complexities of changing the previously centralized education system to a locally orientated one.

The green mist-covered valleys of the north west corner of Spain, formerly known as the Basque provinces, but now renamed Euzkadi, have long been the home of a vigorous independence movement.

Four years ago violent demonstrators turned the streets into a battleground, and the struggle for independence has continued actively.

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join what is virtually the civil service. Under the new law, 75 per cent of university staff will be appointed on a variety of contracts eventually leading to tenure on merit. The system is supported actively by the Basque educational authorities.

The Basque education adviser, Signor Pedro Etxenike, a convinced nationalist and a Cambridge physics PhD, led the young members of the emerging Basque Cabinet. This body favours a pragmatic and long-term period of adjustment in the educational system, rather than sweeping changes, but Signor Etxenike is adamant that the Basque language should be introduced in all institutions on a bilingual basis.

Euzkadi was, until recently, spoken only in remote country areas and seemed doomed to extinction, but has been revived in recent years. It is unrelated to any other European language and its origins are unknown.

A sort of Basque esperanto, called Batua, is what is now being taught in the schools, and local politicians deliver hatching speeches in it. Textbooks have been produced in the language and the language is present in heavy demand in adult education centres. (The drop-out rate is expected to be high due to the financial complication of its grammatical structure.)

Local Basque schools known as ikastolas, reappeared 15 years ago and have led the torch for Basque language and will form the keystone of the new educational system.

These schools, which are private and run on modest lines, originally started up in villages as cooperatives. They still retain something of a frontier spirit and are tightly administered by parents and teachers. The community has a major say in their day-to-day running.

This year 70,000 children will attend the ikastolas which mainly offer schooling for children from 4 to 15, although many have expanded to a full secondary curriculum. Most of the children attending these schools tend to come from working-class backgrounds—a recent survey showed that only 11 per cent came from professional and executive homes.

The schools are obviously nationalist and have never been viewed with enthusiasm from Madrid's former education minister, who was an anti-Spanish propagandist. There have been difficulties over the official approval of textbooks and recognition of the school certificates, but they are eligible for Government subsidies and Madrid's even coughed up an extra £m for their general costs and to finance Basque teaching.

However, state primary schools still cater for most of the children and the education chief firmly supports a flexible pluralistic system, which Basque ideals will be progressively introduced rather than imposed.

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OVERSEAS NEWS

Australia

Government acts on election promise to ease step from school to work

by Bill Purvis

SYDNEY

Australia's Federal Government has acted speedily to fulfil an election promise to help school-leavers and young unemployed people.

The Liberal-Country Party coalition, headed by Mr Malcolm Fraser, was elected in October for a three-year term.

During the election campaign Mr Fraser promised more help for school-leavers and the young unemployed (the national unemployment rate is just under six per cent but is as high as 20 per cent among teenagers in certain black spots).

The Government has now acted on Mr Fraser's pledge, only a matter of days before the end of the 1980 school year. Students have signed their Higher School Certificate examinations and already may be out looking for jobs.

The Government plans to help them include a multi-million-dollar initiative to employers in the key building, electrical and metal industries. These employers will get a government subsidy of \$1,000 (£500) for each apprentice taken on between December this year and June 1981.

It is hoped that the offer will result in an immediate employment of some 10,000 additional apprentices.

Announcing details of the scheme the Minister for Employment and Youth Affairs, Mr Ian Viner, claimed that large-scale industrial development projects could be upset by a shortage of skilled tradesmen.

In other moves designed to help school-leavers the Minister announced: ● Special transition allowance of

six dollars a week on top of the usual unemployment benefit for teenagers who take part in job-training programmes. ● Occupational information library kits to be issued to all 2,500 secondary schools. ● Establishment of work information centres in regional offices outside the main cities. Seventy-five of these centres are planned by the end of 1981.

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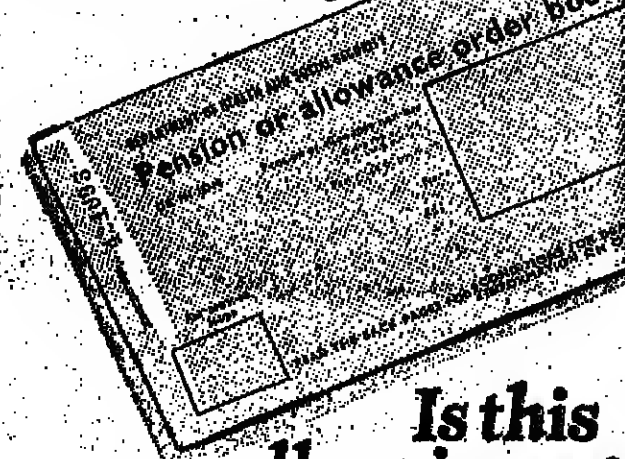
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LETTERS

No inconsistencies in NCB 11-plus tests

Sir—It is possible to imagine that differences in 11-plus practice could contribute to test performance at 11 years old, in the National Children's Bureau (NCB) study of secondary school progress. The idea is not new; Fred Naylor (Letters, November 21) has reported a point mooted at the press launch of the NCB publications. The same idea later formed part of the attack made by the Centre for Policy Studies (CPS) on our research.

Naylor's claim that this is a "serious methodological flaw" will not do. We have already discussed this matter in a rebuttal of CPS allegations (available, free, from the NCB). Briefly, many of the comprehensive pupils in the NCB sample were in local authorities which retained grammar schools. It could therefore be expected that many would take the 11-plus, and be as much influenced by that as the others. The 11-plus is a secondary modern school.

It was, moreover, known from an earlier, published study that performance on National Child Development Study (NCDS) tests was not superior among those tested nearer the date of 11-plus examinations. Since superiority would be expected if practice in or for the 11-plus examination affected test scores, it does not

seem likely that the problem existed. Naylor wrote that "inconsistencies between the social class characteristics of our samples and those in the NFER study 'Achievement in Mathematics' (1967) cause him concern. His anxiety is somewhat puzzling, since he is not at all relying on the observations of that widely-respected NFER study. Indeed, your readers may recall that Naylor's remarks on the same study in the Black Paper, 1975, helped to prompt the director of NFER, Alfred Yates, to observe that 'the Black Paper authors misrepresented the NFER's position. The relevant research findings were not always fairly or accurately represented'." (The TES, July 2, 1976).

The charges of "inconsistencies", far from substantiating Naylor's views, appear to be based on his misunderstanding of some simple, clearly presented figures. Both the sets of NFER figures to which he refers, like ours, consistently show the pupils of comprehensive schools to be of "lower" social class composition than the average for pupils of the grammar/secondary modern combination. There are no inconsistencies of the kind he perceives. JANE STEEDMAN, and KEN FOGELMAN, National Children's Bureau, 8 Winkley Street, Islington, London, EC1.



Many schools intruding new subjects

Sir—The report by Philip Venning (October 31) certainly gave an eye-opening account of the effects of cuts and falling rolls on the curriculum, but failed to highlight the larger number of schools (43 per cent of the sample of more than 700) introducing new subjects compared with those losing a subject (21 per cent of the sample).

Certainly the 75 teachers of geography who qualified this last summer had no difficulty in finding

teaching posts—many of them in schools where geography was being introduced as a new subject. This gives the impression that though cut back in some schools, geography is still gaining ground overall—a good omen from the point of view of future energy needs and the preservation and understanding of our environment.

JOSEPH D. CROSSLEY, Chairman of the Association of Teachers of Geography, Teacher Education Group, Liverpool.

Coursework folders should not emulate exams

Sir—As a fellow English teacher, my initial reaction was to instinctively agree with Jim Sweetman on the subject of coursework and its place in assessment. More than a million words! The TES (November 21). A little reflection, however, leads me to diverge on a number of points.

Mr Sweetman's feeling that the challenge ahead is to reduce the quantity of text involved in coursework is understandable. Coursework can be viewed with ambivalence. Individual Board's specific requirements are different—some have already acceded to his demands. The examination with which I am particularly concerned, for instance, requires a minimum of eight pieces of literature work to be submitted; there is no literature examination. Other examinations already operate on the principle that a "selection" of coursework should be offered for moderation. The traditional local nature of our examination system and the multiplicity of boards and examinations make general agreement difficult.

There is also the point that, in assessing literature, for example, one needs to have to look at the writing—to restrict the total number of words submitted may appear to be economical but, in practice, may present problems for assessors which need not arise. While examinations may, as Mr Sweetman argues, attempt evaluation of "a candidate's grasp of a subject" in approximately two

hours of writing, it would be mistaken to assume that coursework folders should seek to emulate their example. We know too well that traditional examination guidelines can be only approximate, and I would rather have too much, rather than too little, coursework for assessment purposes. From the candidate's viewpoint, too, there are advantages in having a reasonably broad range of work available. Nor can I agree with Mr Sweetman that marking of coursework is "essentially the same marking process as for written examinations". The writing is undertaken in different conditions, in a learning context and as part of a continuing process. One is bringing very different criteria to bear upon the writing.

There is also a sense in which the "sampling" of coursework of coursework advocates already takes place. Practical as well as for other reasons (the lack of time available for full-time teachers to go out of school, for instance) moderators are necessarily more concerned in establish broad boundaries (the C/D borderline as GCE, for example) than in the minutiae of writing—to restrict the total number of words submitted may appear to be economical but, in practice, may present problems for assessors which need not arise. While examinations may, as Mr Sweetman argues, attempt evaluation of "a candidate's grasp of a subject" in approximately two

opportunities offered to pupils and teachers by the inclusion of coursework assessment in courses, but let us realize that the main threat to coursework's future does not come from within the teaching profession. I believe that battle has largely been won and that future developments will be agreed among those concerned.

The mundane matters which might well affect coursework development are financial constraints on schools and boards, the viability of small, independent examination bodies, parental expectations, the "predictive function" of exams as seen by employers, worsening pupil-teacher ratios, protracted discussions on 16 plus examinations and the conservative social climate in which we at present work. At a time when the CSE has been axed, it may appear foolish to speak of development in attitudes to practical assessment.

However (and I trust that many of my colleagues will share this feeling with me) I support Mr Sweetman in his insistence that we should go realistically forward. To do otherwise would be to surrender territory which would be extremely difficult to later reclaim. ED MARUM, Chief examiner in English, Associated Examinations Board and South-East Regional Examinations Board, East School, Avenue Road, Erit, Kent.

Should the MSC engage in polemics against education?

Sir—So Geoffrey Holland, director of special projects at the Manpower Services Commission, has joined the ranks of the pundits who proclaim "education's failure in Britain" (November 21). What his qualifications and experience are to justify such a sweeping ex cathedra pronouncement on what education is or should be I am unsure.

But one can comment on his highly selective use of evidence. Thus to back up his case he tells us that employers continue to be dissatisfied with the quality of school leavers. Surely he cannot be ignorant of the major survey of employers conducted by the Policy Studies Institute which you reported at some length on August 22. The first sentence of your story reads: "Contrary to claims during the Great Debate of widespread dissatisfaction among employers with the quality of school leavers most employers are pleased with the young people they recruit." Now, that fact is not necessarily definitive but one would expect a publicly funded body like the MSC to pay some regard to responsible research and not to engage in polemics against the education service with whom it must work in cooperation. MAX MORRIS, 44 Cobhurst Road, London, NE.

Teachers can enjoy books with children

Sir—Further to your correspondent of November 14 and Arlinda "Jacket potato", motivated teachers/librarians may be interested to hear that this School of Librarianship attempts to bring graduate teachers and children's books together through a Child Studies option in post-experience master's course in librarianship (two years full-time or one year part-time). Non-graduate teachers, too, may enjoy contact with children's literature through a part-time evening course for a Certificate in School Library Studies.

Through the inadequacies of management of resources in many schools, and especially school libraries, most children are "learning" daily that libraries are inaccessible, forbidding places with dusty, out of date, irrelevant books. They also "learn" that books are only for reading (technically) and for collecting facts—books are not for pleasure.

Instead of defending readers, why not help create them by supporting such non-optional courses? Do note, these courses are provided by a School of Librarianship and not one of Education.

Incidentally, the Master's course caters for Masters too! PATRICIA M. HILLY, Lecturer, Ex-Librarian, Ex-primary school teacher, Leeds Polytechnic.

Vital years of a child's development

Sir—We write to you on behalf of the Teachers' Council of the British Association for Early Childhood Education, which regrets deeply the decision taken by the Secretary of State for Education to "blend" nursery and infant children in schools in some areas.

In some of these areas, it is stated that children who would have gone to the nursery schools can be accommodated in nearby primary schools. All those who are involved with the education of the youngest children know how vitally important these early years are in the child's emotional and intellectual development. Nursery schools throughout the years have given the child (including to be in one) a wonderful foundation for life. In areas where amalgamation is taking place, we would like to make the strongest possible plea that these young children are cared for by properly qualified and experienced teachers and that the high standards found in the good nursery schools and classes be protected. JOAN D. HAMILTON, Chairman, The Teachers' Council of the British Association for Early Childhood Education.

LETTERS

Threat to Somerset music an act of wanton folly

Sir—The threat in Somerset to stop all instrumental music teaching in schools surely deserves a national protest to back up the local campaign by parents and teachers.

When a small team of 10 peripatetic teachers has developed the talents of children in instrumental playing to a high standard over the years, when parents have shown their commitment to the scheme by paying 53 per cent of its total cost, when commercial sponsorship has helped to finance the county youth orchestra, it is shocking if the splendid philistines of the county council are to opt out of their considerably reduced responsibilities and bring this achievement to naught.

Fortunately, music is still valued in Somerset: the steady rise in musical standards since 1945 owes much to the opportunities provided for children to learn instruments at school. The evidence of its importance is to be seen every-

where nowadays, from the junior school to the European Community Youth Orchestra, and in the lives of countless individuals who fulfil themselves as amateur or professional musicians.

The ironic counterpoint to the Somerset threat is the increased public expenditure, through the Government's assisted places scheme, could soon be financing talented pupils at the Wells Cathedral School while other children in the same county are starved of opportunity. Surely all children should be encouraged to develop what musical talent they have. The proposed waste of instrumental teachers' abilities in schools and the community, and of the potential talent of Somerset children is a wanton act of folly. JOHN UPSON, Publicity Officer, British Branch of European String Teachers Association, 37 Froehlich Gardens, Penrith, Cumbria.

Leicester figures need clarification

Sir—I was interested to read Dorothy Davis's letter but would like to make some additional points. There are five 11-18 schools. Dorothy appears to have overlooked the fact that there are two 11-18 mixed voluntary aided RC schools.

All of the sixth form colleges are situated in the city itself whereas all of the 11-18 schools are on the outskirts and they are not well spaced around the perimeter. This is possibly a reason for students transferring to them. In addition, all of the sixth form colleges were well established grammar schools to which students had in the past transferred. All of the 11-18 schools started off with certain disadvantages, two were secondary modern schools, two were formed by mergers and two became co-educational.

L. B. BROWN, Head of Year Six, St. Paul's RC Secondary School, Evington, Leicester.

FE's problems more fundamental than envisaged

Sir—The news item in the TES (November 14) headlined "FE lucky to miss the brunt" referred to further education's escape from criticism for poor standards when secondary education was under attack. It suggested also an over-emphasis on administration and a lack of actual teaching strategy. This I consider is only the tip of the iceberg; there are far more fundamental problems which have not been envisaged.

During a period of 20 years or more colleges of further education have been distinguished by a high level of staff motivation and have also earned a reputation for high average of examination successes over a very broad spectrum of academic and vocational courses. In very recent years two things have happened: first, there has been a proliferation of centralized councils and boards promoting a wide range of studies in a variety of vocational, industrial training, and remedial-type courses; second, the number of students taking courses in general education at an academic level has greatly increased, at the same time as their overall ability level has declined. A combination of circumstances

which include youth unemployment problems, a greater awareness of the advantages that an extended education might bring, a reduction in some areas of the number of schools offering 16-plus education, probably accounts for much of this increase in the student population. In the consumer manufacturing industry packaging has become probably the most important factor in selling and so long as the package attracts eye highly descriptive, the actual contents in terms of quality and quantity may be misleading. We can, I believe, apply such an analogy to the description of quasi-vocational courses which on paper represent an attractively sounding package but the gap between what sounds impressive in modular form and what actually takes place in the classroom increases in size.

An art seems to have developed in describing essentially staid ideas in educationally pompous and a new jargon has been created, easily becoming the "lingua franca". I believe there is a danger that certification after such courses may face a diminishing job currency value. If we add to this the influx of less motivated and lesser able students into further education then

its image as a highly successful producer of examination certificates will change. This does not mean that their role should remain the same, there may well be a need to adapt to changed circumstances in order to cater for a much wider range of ability and motivational levels. If so, the colleges must not be judged on their academic success rate but on their ability to absorb and occupy productively a different student population. These developments seem also to have brought about, perhaps inevitably, a "Sargasso Sea" of administration, counselling, bureaucratic innovations, which the further education lecturer may find increasingly tedious to accommodate within his daily teaching routine. A paper Parkinson's Law may be upon us.

The colleges of further education, therefore, are in a travelling along a different road, they may not have chosen freely, dictated by external circumstances over which they have limited control. The role of the further education teacher is becoming less descriptive by the term "lecturer" and more descriptive by the term "social worker". RAY SMITH, 1 Pinfold Lane, Market Overton, Rutland.

'Sin bins': Narrow and racist or working well?

Sir—Your news item last week, "Sin Bins" a big success, a look at the school which he looks at the head of pupils who are placed in units. This being so perhaps disruptive pupils are not so very different from their peers but represent the vociferous and rebellious tip of a much larger iceberg of bad and unmotivated pupils who find themselves less and less engaged by what schools offer as they get older.

He recognizes the self-generating aspect of the units and their impact on mainstream education when he says: "Furthermore, the worrying impetus given by special units to the generation of yet more demand for their services and the related fact that their existence often seems to have the effect of absorbing schools from the responsibility of examining the relevance and value of what they offer to all their pupils, gives rise to concern about suggesting that units are the solution."

He calls for a fundamental commitment to the continuing of education in the normal school for as long as possible, and states that units are not the answer in the long-term, and suggests that more success may be achieved by seeking to influence the major educational decisions about the curriculum, examinations, and pupil profiles then through a concentration on yet more types of alternative special provision for difficult pupils. "As far as the ILEA and other 'sin bins' go," goes, "it is a pity that the known world

as far as the school is concerned, he goes on to put the "problem" of pupils who are placed in units. This being so perhaps disruptive pupils are not so very different from their peers but represent the vociferous and rebellious tip of a much larger iceberg of bad and unmotivated pupils who find themselves less and less engaged by what schools offer as they get older.

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He calls for a fundamental commitment to the continuing of education in the normal school for as long as possible, and states that units are not the answer in the long-term, and suggests that more success may be achieved by seeking to influence the major educational decisions about the curriculum, examinations, and pupil profiles then through a concentration on yet more types of alternative special provision for difficult pupils. "As far as the ILEA and other 'sin bins' go," goes, "it is a pity that the known world

depends on what you mean by success. The report says that only about 1/3 of pupils return to mainstream schools despite the fact that this is the stated aim of all ILEA units. The ILEA gives no information on the racial balance of pupils in units although Louis Bondy, an ILEA member, told NAAAM monitoring was being done a year ago. Boy Woodruff, an ILEA Multicultural Education Inspector told the NAME Conference earlier this year that he expected that any survey would show a disproportionate number of black pupils in units. The ILEA has consistently failed to answer the criticisms of its disruptive pupils policy made by NAME in its newspaper *Issues in Race and Education* and voiced by many Community Relations Councils in London.

We need a debate about disruptive pupils provision which goes beyond the media images of "corridor cowboys" and blackboard jungles, which recognizes the school-based learning as well as the pupils. We also need, I think, to release more information about the units so that we, who are trying to get the debate opened up, are not fobbed off by the reply that no information is available and then face criticism for not having sufficient evidence to back our arguments. MARTIN FRANCIS, London Branch of National Association for Multi-racial Education, Working Party on Disruptive Units, 31 Greenoak Road, London W12.

Anticipating Warnock wrongly

Sir—A letter from me appeared under the heading Anticipating Warnock (November 21)—it was attributed to Annette Churchman.

This was obviously a printing error. ANNETTE CHURCHMAN, 52 Chiswick Road, Uxbridge, West Midlands.

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The UN and the curriculum

Sir—In his article "Windows on the World" in North-South, Mr. Edward Heath writes (November 21) of the needs for schools to "take a lead in education, their leaders in their responsibilities". One of the most important statements in the Brandt report is that "world development is not merely an economic process". "One must avoid the paradoxical confusion of growth with development," says the report. "The focus has to be not on machines or institutions, but on people."

The transition from a growth-oriented society to the transition through which we are living is important in the transition, as one of the contributors to the Brandt report puts it, is the need to "create a more productive negotiating environment under the umbrella of the UN system". How many schools and colleges include in their curricula the importance of the United Nations

organization. The United Nations has already had two Decades of Development, and a World Development programme which have resulted in very little change. As the Brandt report points out, the present state of the world is a result of Human Rights which it is brought in schools and other institutions. As Mr. Heath puts it, development issues are not "party politics", they are issues of the future between education and citizenship. The Brandt report puts it: "If peoples and governments respect the United Nations Charter and the Universal Declaration of Human Rights, and negotiate peace and development issues through the United Nations organizations, as the Brandt report puts it: 'The United Nations is the only such system we have: over time it is an indispensable force for peace and development'." PETER L. GALTIN, City of Leeds College of Music, Leeds.

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NEWS

Conference criticizes school sports and physical education standards

Drugs warning to young athletes

by Diane Spencer

Schoolchildren take potentially dangerous drugs to improve their sporting performance, speakers and delegates at a major conference alleged last week.

The conference also heard that standards of school sports and physical education were slipping.

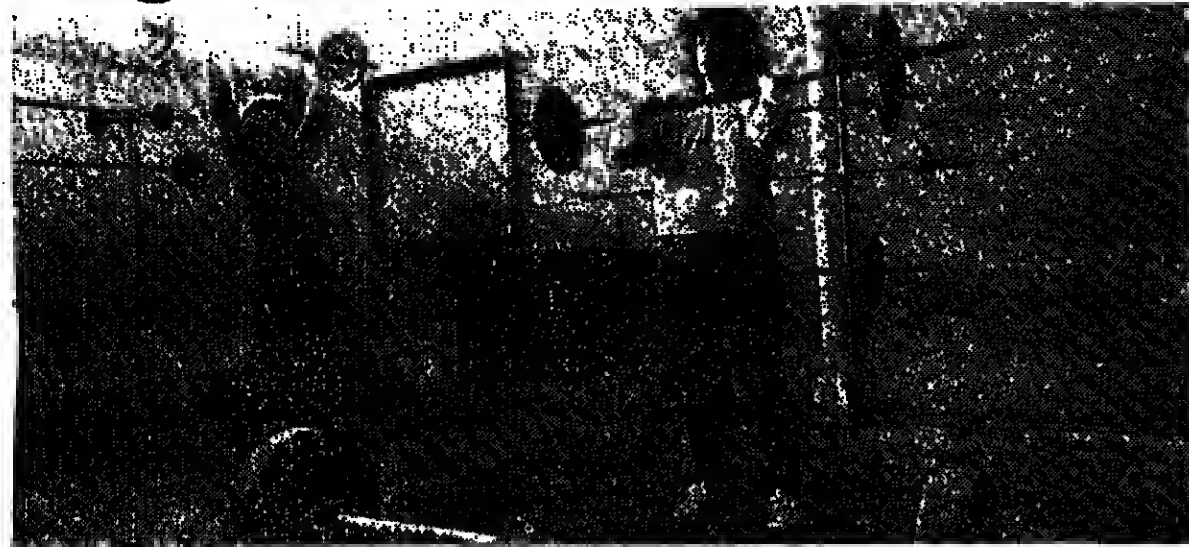
Dr David Cowan, of the Drug Control Centre, Chelsea College, London University, said at the annual conference of the Central Council of Physical Recreation in Bournemouth that some drugs had side effects that were reversible in adults, but not for adolescents. Anabolic steroids, for example, could permanently stunt growth and cause menstrual problems for girls.

Many drugs were too easily available. "Beta blockers", a generic name for compounds which have a tranquillizing effect on the heart, and could legitimately be prescribed for reducing blood pressure, are wholly misused. One delegate claimed they were used by pistol shooters even at junior level.

Dr Cowan thought it quite likely that drugs could be passed around at sports centres, having been obtained quite properly for other purposes through the doctors.

After the death of cyclist Tommy Simpson, in 1967, who had been asphyxiated in the saddle because he was so heavily doped on amphetamines, the cycling sport authorities had tightened controls so much that drugs were virtually no longer a problem.

"Does every sport have to have a death before something is done?" he asked. "If sport is not going to



Keeping sporting standards at a healthy level.

become a competition between pharmacologists, we must stop drug misuse."

Mr Arthur Gold, president of the European Athletics Association, said "We are certainly not aware of this in this country. Drug abuse is more widespread than people think, even at junior level." He thought that the burden should be placed on coaches to see it was stopped.

Mr Frank Dick, chief coach of the British Amateur Athletics Association, said, after the session, that at present the motivation to take drugs was very high, as athletes would try anything to improve their performance.

It was not enough of a deterrent to point out how unethical it was; punishments must be more severe. Banning a sportsman for a year is a joke—it gives them more time to train, and possibly to fill themselves with more drugs—they should be banned for life, and what's more, be kicked out of the sport altogether.

School sports and physical education standards were criticized by Mr Peter Lawson, general secretary of the CPCR. "The last 10 years has seen a substantial regression and developments which are quite contrary to the best interests of sport as a whole in this country," he

famous and flourishing colleges such as Carnegie, St Lukes and Loughborough, had disappeared and the flow of sports specialists in our schools had dried almost to a trickle.

Ten years ago these specialists guided an army of teachers to regard the development of sport, especially on Saturdays, as part and parcel of their commitment to a school programme.

Today, teachers' attitudes had changed so much that sport governing bodies were forced to introduce young children to sports in their clubs—they no longer had encouragement in schools.

How Tories won war of the words

by David Lister

The Conservatives have managed to cultivate their image as champions of high standards in education by stalling and then exploiting the language of their political enemies, according to a polytechnic lecturer.

A manipulation of language helped by the emergence of Dr Rhodes Boyson, "Tory populist par excellence", helped the Tories make much of the running on educational issues in the last decade. Mr Clive Griggs, a teacher in Brighton Polytechnic education department, said in his lecture to the annual history workshop usually held at Ruskin College, Oxford, but this year held at the polytechnic.

He said the party had captured the language of their opponents and exploited it to good political effect.

Hence the cry of falling standards in primary schools which became so common in the 1970s, support for selective education in the guise of parental choice, and the steady campaign to introduce vouchers in the name of freedom in schooling.

"Comprehensive schools were condemned as 'too big' although the average remained at below 500 pupils and much below the 1,200 of Eton. Nor that the Tories were unwise enough to condemn their schools completely. With memories of vociferous middle class parents condemning the 11-plus still fresh in their ears, Conservatives were quite good but both 'variety' and 'greater individual liberty' would best be served if at the same time a few selective schools were retained in the area."

His appeals to restore grammar schools never mentioned restoring secondary modern schools, he said, and the Tories ignored too that the local authority schools for bright working class children much championed by the party were mostly won by children from families with above average incomes.

The Tories took this initiative first through the Black Papers and then by pressuring the Education Secretary, Mr Kenneth Baker, to accept the consequences of recent changes in primary school teaching.

He went on: "That the Conservative Party was able to pose as the champion of high standards in education and even as the great defender of the working class child was due to two main factors. It would seem: the adoption and exploitation of their education spokesmen; and the second was the emergence of Dr Rhodes Boyson, Tory populist of the 1970s, who was able to present the message that careers were the enemy of education and pointing to some past 'Golden Age' when selective education was at its peak which had to be restored if present problems were to be solved."

Throughout this propaganda victory by the Tories, Labour failed to mount an effective challenge, he said. There was considerable confusion among people of the left. Many for example, contended the Tories were 'progressive' in education. "It is a pity," he said, "that the Labour movement consider the last words in political battle more carefully."

"To begin with a glossary of meanings needs to be provided to interpret the words used by the Tories in their literature on education. Thus parental choice needs to be read as 'choice in the purchase of a car' and so on."

At the same time the Labour movement needs to deal with the real problems of education, he said, instead of hoping for a 'golden age'.

Survival studies in half a dozen developed countries are to train groups of pupils and staff in rescue and survival techniques in order to provide disaster teams ready to fly out to disaster areas in India, The Box Hill School, near Dorking, Surrey, is coordinating the scheme which involves four other schools in Great Britain, including Gordonstoun.

School to work

At last the full training picture?

The first full picture of the education and training of Britain's workforce is provided by the National Training Survey published this week. The biggest survey of its kind ever attempted, it describes in detail the skills of one in every 500 of the working population and the use made of them. But a question overshadows the findings—whether they are to be trusted as a guide to the current stock of skills and their use, since the survey was carried out by the Manpower Services

Commission five years ago. Mr Graham Reid, the commission's director of intelligence and planning, said this week that although the usefulness of the survey had been diminished by the delay, it should still be possible to derive a great deal of information about the present stock of skills by taking it together with information from the national census and other smaller "snapshot" surveys.

Mark Jackson reports.

Most people move out of the occupations for which they have originally trained, the survey discloses. More than 70 per cent of the 25,000 men interviewed had done so, although about half had moved to related occupations.

Those interviewed were asked about their education and training for their first job, and about all the jobs they had held in the previous 10 years. They were also asked about spells of unemployment and sickness.

The replies showed that: The unqualified were concentrated largely into particular industries—half the men without qualifications and two thirds of the women were working in a third of the main industry groups.

The highly qualified were found mainly in a few industries—some of which more than a quarter of the men had at least A level, although for women this applied only to the professions and science.

Three quarters of the men but only half the women had got some training at work; and the amount of training given by industry was increasing.

Apprentice-trained workers were more likely to stay in their trades—three quarters of the men and a quarter of the women had stayed in the one in which they were trained or related jobs.

The jobs that provided the least formal training for adult workers were those connected with farming and fishing, where four out of five said they had received none.

The survey found that in most occupations men and women got about the same amount of training, and that the smaller total number of women trained was because they were concentrated in occupations which provided less.

Employers paid for most of the training—nearly two-thirds in the case of courses started by men in 1974, and more than half of those started by women.

Local education authorities gave more support to women than men, and their courses covered a much wider range than the corres-

pondence studies which made up 42 per cent of the courses taken by men and 55 per cent of those taken by women. Training in firms was mainly for manual occupations. The tendency to move out of the jobs for which people had originally trained varied greatly between occupations—all those in the survey who had started as hotel porters had moved into something else, while all the dentists were still practising. Teachers were among those who changed their jobs frequently or moved out of their occupations and back.

Employment in 1975 of people who had an apprenticeship qualification

Age Group	Men			Women		
	Occupation in which employed	Not in employment	Unemployed	Occupation in which employed	Not in employment	Unemployed
16-24	55	15	15	24	2	11
25-34	38	22	22	18	4	11
35-44	30	30	23	12	6	11
45-54	20	38	23	8	11	11
55-64	10	40	21	4	24	11
65-74	4	46	21	2	27	11

*Occupations for which the apprenticeship training received was relevant.

Institute of Careers Officers conference on youth unemployment. Sandra Hempel reports

Call for 'special protection' against the cuts

The Government should ask local authorities to protect the careers services from job cuts just as it has for law and order, Mr Ray Hurst, honorary secretary of the Institute of Careers Officers, told a conference on youth unemployment in London last week.

The benefit of the additional 200 jobs just announced would be lost if local authorities went on making cuts in careers staff, Mr

Hurst told the conference, organised by the Institute of Careers Officers. He said it threatened the effectiveness with which the careers service could respond to the expansion of the Youth Opportunities Programme.

"There is no doubt," he said, "that many of this year's school leavers will not obtain real jobs during the next two years. They will be dependent on YOP and similar schemes. The real challenge

is to find openings in YOP for young people who have already been in the scheme but need second and even third opportunities while at the same time not depriving young people of their first opportunity."

He called for new government initiatives to expand YOP and all other special schemes perhaps by introducing financial incentives, premiums or subsidies to employers,

but as soon as they entered a job it might stop. "The biggest danger in the present situation is the development of long-term unemployment affecting young people. This can have a demoralizing effect and lead to complacency and withdrawal."

He called for new government initiatives to expand YOP and all other special schemes perhaps by introducing financial incentives, premiums or subsidies to employers,

Industry balks at the costs

Industry is not an absolute good and can be immune from economic circumstances. Though employers were trained they were not prepared to bear yet another increase in costs for national training.

He said the message that careers were the enemy of education and pointing to some past 'Golden Age' when selective education was at its peak which had to be restored if present problems were to be solved."

Throughout this propaganda victory by the Tories, Labour failed to mount an effective challenge, he said. There was considerable confusion among people of the left. Many for example, contended the Tories were 'progressive' in education. "It is a pity," he said, "that the Labour movement consider the last words in political battle more carefully."

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YOP expansion will prove 'severe test'

The decision to expand the Youth Opportunities Programme by fifty per cent was a step on the road to achieving the unthinkable, according to Mr Geoffrey Holland, director of special programmes of the Manpower Services Commission.

Mr Holland said there would be places for more than 440,000 16 to 18-year-olds next year.

"If in 1977 or early 1978 you had been told that in two or three years there would be six times as many opportunities for unemployed young people, that by then nearly 400,000 unemployed boys and girls who had no prospects would have

got jobs; and that in each of the next two years, when 11 million young people would leave school without a job, a place to full-time further education or an offer of a training or work experience opportunity, you might have been sceptical if not incredulous," he said.

Expansion of YOP was a severe test, particularly for the careers service. The task of the service was not just bigger; its nature was changing. Local authorities sometimes failed to realize that the careers service was already responsible for more young people for a longer time.

There were problems, however, over the future of YOP. Fifty per cent more opportunities would be needed in six months' time, without the recession was making opportunities more difficult to find. If unemployment continued to rise then less young people would get a "realistic" job, he said. Increased programme, which could spoil its credibility. There was the challenge of maintaining and improving the quality of the opportunities. Not all the schemes were winners, Mr Holland admitted.

There were also restrictions on staff and resources. "Somehow we all have to make more bricks with the same or less straw."

Opportunities were 'wasted'

Britain's unemployment problem began about 15 years ago, Mr John Crawford, Chief Education Officer for the City of Birmingham, said. During the boom years of the 1960s and 1970s money was wasted.

"In those days the careers service meant just that. One thing that we failed to do, however, was to build into the immediate post-statutory school leaving age a sort of integrated further education and career training pattern."

The years of rising unemployment were watched by the statistics department of the Manpower Services Commission.

The Youth Opportunities Programme involved in an emergency and had always been identified as a temporary measure, Mr Crawford said. The success was measured by the numbers of young people find-

ing jobs. What was lacking was a strategy relating the various education and training opportunities.

"The careers service has been stood on its head. It has gone from a situation where most people could get a job and needed specialist careers advice to a situation where 50 per cent of young people in some areas are out of work."

Mr Prior had announced a wonderful initiative in the extra support for the young but less than a week later Mr Geoffrey Howe announced very significant new targets for government expenditure.

"The problem goes beyond the financial implications, however. I am not convinced that in future there will be a simplistic relationship between wealth and the number of jobs. A return to prosperity will not necessarily mean more jobs. We must look at where we are going now."

Time for rethink on youth policy?

The present period of continuous heavy unemployment was the time to take a radical look at what was being done for young people and to see if it should not be done differently, Mr Peter Horder, chairman of Sheffield education committee and vice chairman of the Association of Metropolitan Authorities, told the conference.

"The Manpower Services Commission has done a marvelous job in a short space of time to get things moving but we cannot look at the 16 to 19 year olds who are unemployed, think up things for them to do and let the MSC run them," he said.

"We need a radical redistribution of resources and the number of jobs. A return to prosperity will not necessarily mean more jobs. We must look at where we are going now."

But Mr Murray himself appears confident that it may well be found around the problem. He said after the conference that he hoped to start talks with the CBE this week, aimed at a formal framework agreement on training, which the Government regards as the vital prerequisite for reform. "We ought to be able to agree in this field, which is something that we both know about," he said.

Tertiary college for Cheshire

by Sarah Bayliss

The first tertiary college to Cheshire will be established in Crewe—after a decision in its favour by Mr Mark Carlisle, the Education Secretary.

From September 1982 the town's four secondary schools will cater for 11 to 16-year-olds only, and the South Cheshire College of Further Education will be re-designated a tertiary college for 2,500 16 to 19-year-olds (full-time equivalents).

Announcing his decision, Mr Carlisle stressed that everything possible should be done to minimize problems for the 11 to 16 schools. Particularly that of attracting staff of sufficient academic calibre. This collected a concern expressed by parents objecting to the scheme.

Mr John Hollinshead, chairman of Cheshire's education committee, said the Secretary of State's reservation about staff would be overcome. But he added: "We have many other 11 to 16 schools in the county and their staff are second to none in qualifications and experience. I have no misgivings on that account."

Twenty-five staff from the existing schools are expected to transfer full-time to the tertiary college and all will be employed under the Durham further education regulations.

The decision has ended two years of uncertainty in Crewe, a proposal to establish a tertiary college was first made in September 1978 but failed to get approval.

"This points the way to expanded opportunities for all our young people," said Mr Hollinshead. "The new college—and it will be a new college—will be a dynamic educational force in the town."

The Department of Education said 31 letters of objection and 16 letters of approval had been sent to the Secretary of State on the Crewe scheme.

Pupils back cane

A survey of 800 boys and girls at a Sheffield comprehensive school shows that more than 80 per cent of them are in favour of keeping corporal punishment.

Cost of evening classes varies widely

A growing disparity in evening class fees charged by local authorities is revealed this week in a survey carried out by the National Institute of Adult Education.

It reflects the trend by an increasing number of local education authorities to cease paying for adult education out of the public purse and make the service self-financing.

It also shows the reluctance of many L.E.A.s to offer reduced fees to those on supplementary benefits, the unemployed, and the handicapped. In some cases these students are charged the full cost.

Most authorities however continue to award concessions to old age pensioners. The survey was compiled from figures sent to the NIAE by 66 L.E.A.s in response to a questionnaire sent out to all chief education officers last month. The Institute, together with the Advisory Council for Adult and Continuing Education, intends to publish a more detailed analysis early next year.

The preliminary survey shows that the average fee charged this

year by an L.E.A. for a non-vocational evening class is 42p an hour, out of a total range of between 15p and 80p an hour. This is based on an average of 2.40 for a course of two hours a week over a 10-week term.

Among most L.E.A.s rates for O level classes are lower this year than for non-vocational classes. The average charged is 27p an hour, but rates vary from 10p to 52p an hour for a 60-hour course. Fees for A level courses are cheaper at 25p an hour on average for a course lasting 75 hours. The total range is between 15p and 55p an hour.

Former students give reductions for enrolment in second and subsequent courses, whether non-vocational or leading to a public examination.

Most L.E.A.s, 60 out of the 66 which replied to the questionnaire, charge reduced fees to old-age pensioners for non-vocational classes at an average of 18p an hour. Some charge nothing, but two said they imposed the full fee. Most give concessions to old-age

pensioners for examination courses. Under-18-year-olds are charged reduced fees in most L.E.A.s for both non-vocational and examination courses, but only 26 out of 65 L.E.A.s provide free adult basic education classes, including literacy and numeracy.

A separate unpublished survey of evening class fees in the outer London boroughs and the home counties also reflects the growing disparity.

Rates vary from 18p an hour (£11 a year) in Welham Forest to £11 to 75p an hour (£45 a year) in parts of West-Sussex for a two-hour course over a 30-hour year. The average at 35p an hour is lower than the overall national one of 42p.

The annual conference of the National Foundation for Voluntary Literacy Schemes held at Wick, Devon, last week gave reductions for enrolment in second and subsequent courses, whether non-vocational or leading to a public examination.

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Physics research can boost the bomb, professor warns

Students should be warned that studying physics for its own sake can increase the danger of nuclear war, according to Professor John Ziman, director of Bristol University Physics Department.

In the latest edition of *Physics Education* he says: "Nuclear war is too much a matter of physics to be created by physicists, to be glossed over in physics education."

Students should be made aware of the way research in the subject contributed to the 'improvement' of existing nuclear weapons and the development of even more effective instruments of destruction.

"I am not saying 'down with physics', nor even 'ban the bomb'; but I cannot escape that there are matters which physics teachers should not explain to their students nor discuss frankly with them," he said.

No questions how well students are prepared to resist the "temptation to align themselves with the powers of darkness and destruction. In the pursuit of technical prowess and intellectual virtuosity," *Physics Education* Vol 15 No 6 published by the Institute of Physics, 47 Belgrave Square, London SW1X 8QX.

Head opts out of 'class war' scheme

A London headteacher will refuse to cooperate with the Government's Assisted Places Scheme.

Mr Peter Targett, head of Southgate comprehensive school in North London, told parents in his annual report this week that the scheme was "blatant stoking of the class war."

Deploping what he said was a lack of commitment to the state sector on the part of the Education Secretary, the head of the nation's state schools, Mr Targett said that Mr Mark Carlisle was deliberately undermining the work of state schools by trying to siphon off the academically-able pupils.

Survival studies

Private schools in half a dozen developed countries are to train groups of pupils and staff in rescue and survival techniques in order to provide disaster teams ready to fly out to disaster areas in India, The Box Hill School, near Dorking, Surrey, is coordinating the scheme which involves four other schools in Great Britain, including Gordonstoun.

TUC wants apprentices trade off

The price of union cooperation in the reform of apprenticeship which the Government is about to try to get under way is vocational preparation for all young workers.

The TUC's general secretary, Mr Len Murray, made this point at the British Association of Commercial and Industrial Education conference in London last Thursday. And Lord Gower, the Minister responsible for youth employment, made it equally clear to the conference that the Government understands the terms of the deal offered.

The Government's preparations to announce a 10-year programme for the reshaping of the whole industrial training system are set out in a draft consultative paper submitted in last week's TES. It commits the Government to seek the reform of apprenticeship by removing entry barriers and time serving, greatly widening adult training, and the development of a one-year nationwide provision for vocational preparation for all youngsters starting work.

Without referring to the draft plan, which is still officially confidential, Lord Gower said these three objectives as broad areas in which, he said, development is needed. He talked at length about the desirability of vocational preparation, and said that the Government was working towards providing it for all youngsters not in full-time education. But he stopped short of a commitment to provide it for all those starting work.

Mr Murray said that he welcomed the statement by the Employment Secretary the previous day recognising the need to provide all workers with basic skills, they entered employment and the chance to upgrade their skills later. The TUC had already made detailed proposals for such measures, said Mr Murray.

"This could provide the basis for a staged training system which meets the needs of employers and the nation and gives all workers the base for developing all their skills," he said. "A common element of vocational preparation for the first year of work, with additional skills modules available, could be developed so as to ease right up to apprenticeship."

But Mr Murray warned that the unions, although they accepted that changes in the pay structure for young people might be necessary, would not allow it to be removed from collective bargaining. The TUC had already made detailed proposals for such measures, said Mr Murray.

Mr Murray also warned that the unions were not prepared to accept the dismantling of the industry training boards, a move threatened by the Employment Secretary's announcement of a detailed industry-by-industry inquiry which the Government expects to lead to the closure of those boards for which a case is not demonstrated.

Mr Murray's firm stand against changes in the training board structure may present the Government with a considerable dilemma, since its promise to prune the boards is largely a response to CBI demands. The Government needs the whole-hearted support of both sides of industry if it is to get a programme to change the training system off the ground.

But Mr Murray himself appears confident that it may well be found around the problem. He said after the conference that he hoped to start talks with the CBE this week, aimed at a formal framework agreement on training, which the Government regards as the vital prerequisite for reform. "We ought to be able to agree in this field, which is something that we both know about," he said.

features

Christine: the descent from care to custody

by Peter Newell

The harrowing scenes of a young girl being carried or thrown screaming into cells, held down on mattresses and injected with endless sedating drugs, subjected consistently from the age of 14 to all the humiliations of secure confinement, will have horrified a good proportion of the millions watching *Life for Christine* in their living rooms on Tuesday.

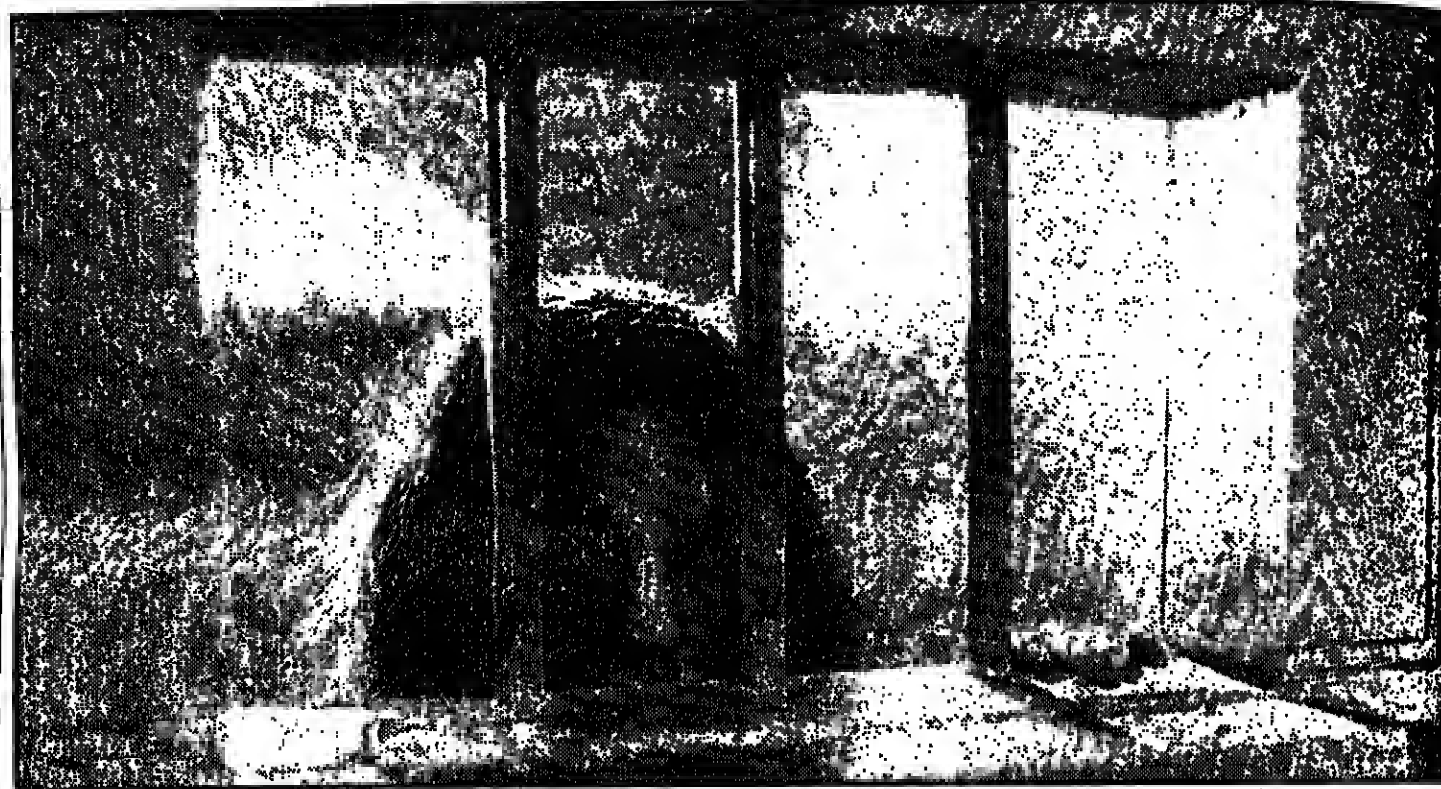
There will, no doubt, be cries of outrage from the professional associations and unions whose members are portrayed as at best insensitive and at worst malicious. "Themselves victims, they appear unable to question, or question purposefully, what they are involved in doing to Christine on our behalf."

The prison officers, doing the dirty work, can see themselves as the ultimate victims of government policies and public attitudes and priorities. But does that absolve them from responsibility for questioning their day-to-day actions? Unlike most of us, they do know what is happening to the locked-up Christine, and that knowledge represents considerable power for change.

Cries of outrage will come too from many who find the public reaction to the programme inconvenient; in its questioning of the results of established professional practices, or unhelpful in solving their apparently insoluble problem of finding a more humane alternative to locking up children.

Most of us, I suppose, feel that we are not responsible in any real sense for what has happened to Christine; for the school bullies—teachers and students—for the armies of psychiatrists and social workers peddling endless intervention, complex and conflicting diagnoses and inappropriate placements; for the judge faced with the futility of explaining the logic or justice of a life sentence to a 14-year-old; or for the prison officers (in the special hospital appropriately termed "nurses") with their starchy uniforms, and starchy morality.

It is all of them, we console ourselves, who have conspired, initially in the name



of "care" for Christine and later for the "protection of society" to drug her from the age of 11, and lock her up in a succession of institutions from the age of 14. Still heavily sedated, Christine presently waits in her secure special hospital for the verdict of a Mental Health Review Tribunal. Thanks to the impressive intervention of MIND, the National Association for Mental Health, this could mark the beginning of some real attempt to help, rather than continue to consign Christine to what amounts to human warehousing.

If she can recover from the effects of almost 10 years of mind-numbing major tranquillizers—the "chemical coshes" so commonly dished out in attractively coloured syrups and pills, or less attractively injected into the buttocks in moments of stress, if she can recover from five years of being locked up, it will be an astonishing testimony to her. Aided by MIND's social worker, and most recently by Granada Television.

But how many Christines are left behind? How usefully can the immediate impact of this haunting programme be harnessed to stop us—yes, us—aiding and abetting the drugging and locking up of thousands of Christines each year?

According to Prison Department statistics, there were over 7,000 14 and 15-year-olds admitted during 1977 to prison establishments: detention centres (5,228), borstals (1,782) and adult prisons (68). In that year there were also about 300 secure places for children in the "care" of local authorities.

In the past three years, and of course particularly since our present Government's resuscitation of that great rehabilitative concept, the "short, sharp shock," these statistics (and each digit does conceal a real person) have grown more, not less, shocking. For a start, by the end of this year there will be over 550 secure places for children in "care", and more are planned. In addition, MIND estimates that between seven and 20 children are admitted to "special" hospitals each year.

The statistics of drugging are very much more difficult to get hold of—which only reflects how out of control the practice has got. Enough to say that wherever children are confined, major tranquillizers are now likely to be in use. Sometimes they take the place of custody; sometimes they are used to make it palatable for children—or staff.

This spiral from the euphemism of "care" into custody can happen quite remarkably quickly, in the absence of any even primitive system for the representation of children's best interests. From my personal experience of one case in the past year, the more professionals are involved, the less likely it is that a child can escape and survive the system.

The case involves a boy who had been meekly happy and consistent progress in a day special school (neither maladjusted or ESN). The "trouble" started when social worker intervention led to an abrupt boarding school placement. Tranquillizers were used for the first time then, to subdue the (likely?) reaction to that placement.

Back to day school, suspended at 15, a period of depression and isolation at home culminating in a suspected suicide attempt; then admission as a temporary emergency patient to a mostly geriatric psychiatric hospital. There he stayed for eight months, confined to one room and under increasingly heavy sedation with Largactil—one of the major tranquillizers most frequently used in institutions.

After several attention-seeking incidents, culminating in setting fire to a cupboard in his room, the hospital authorities held him charged with arson. A juvenile court sent him off to an assessment centre for a week (no assessment but plenty more sedation). Then two further weekly remands to another assessment centre, cell. A psychiatrist wrote to the court, and suggested either Rampton, the high security special hospital, or South Oxendon, a conventional mental subnormality hospital. He also admitted realistically, that once in

either of these, the boy was most unlikely to emerge.

At that point, some intense legal and other intervention brought him from the almost certain fate of a life inside back to his friendly and genuinely caring home where three months later he is making good progress (with almost no help) from the various statutory agencies who have clear duties to provide real care and education. The point that needs underlining is that at every stage, as in the case of Christine, the admittedly disruptive and at times to a limited degree dangerous actions which led further down the spiral can be seen as absolutely legitimate reactions to professional intervention and institutionalization.

That story too will be told in full in time, and hopefully will have some further effect on those who, either by location or intervention, contribute towards locking cell doors behind more children.

In that case, and in Christine's, almost certainly in a good proportion of the other 7,000 locked up now, an army of at least 10 times as many "professionals" have played active or inactive parts in the spiral into custody—many of them in schools, and related agencies. How many teachers, for instance, are committed to secret and unchallengeable school record files descriptions like the which damned Christine: "disruptive", "attention-seeking", "has a 'behaviour disorder'". In these matters, writing thoughtlessly, probably self-justifying report is the first step to forcibly sedating the same by then violent and provocative child in an institution.

The most urgent hope is that *Life for Christine* may be the short sharp shock which by those responsible at central and government level for continuing to encourage our society to degrade itself by turning the key on more children.

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Oxbridge snakes and ladders

Angela Morris, a candidate, reviews the great Oxbridge entrance debate



An aura of mystery and veneration surrounds the Universities of Oxford and Cambridge. For me, a student from the State sector, Oxbridge is a dream world to which I aspire. Somewhere on the horizon of my mind, rise yellow buildings and twisted spires. Then suddenly I am confronted with the prospect of applying to Oxford.

At first it seems a simple enough matter. I am asked if I would like to make an application by my teachers. I am delighted to be thought a potential candidate and readily agree. And then, the problems appear. My pleasant and simple timetable suddenly becomes extraordinarily complicated. I must attend additional scholarship lessons in order to sit examinations that I had never even heard of six months ago. I must brush up my French. I must start to read some philosophy and penetrate the rules of logic. I must change my newspaper, my television viewing habits and my output of work.

It is hard to convey the excitement of

this challenge. The idea that I should next year be attending a lecture by A. H. Halsey or Bryan Wilson is like having an appointment with God. But what is a student like me who has come through a secondary modern/comprehensive system and into a new Sixth Form College (which was until recently among the most eminent Grammar Schools in Shropshire) to make of Oxbridge?

Is the world which I am seeking to enter really one which is virtually closed to all but those who have the right social background and school connections? In March of this year I receive the first boost to my confidence. I see in an article in *The Guardian* by Margaret O'Connor that "state schools have been taken their independent rivals to the battle for places at Oxford and Cambridge. They are not very far behind." It also becomes clear that both universities are making steady efforts to widen the base of their entry.

Then, soon afterwards, I read confirmation of these facts in an article in

The Telegraph by John Ibbick. He states that "most new undergraduates entering Oxford next autumn will come from state maintained schools. It is believed that this is the first time since the 1870 State Education Act was passed that entrants from the independent schools will be in the minority."

Throughout the summer months the pages of *The Guardian*, *The Daily Telegraph*, and *The Times* flow with praise and counter attacks. The issue is now open: are the colleges of Oxford and Cambridge to students of all educational backgrounds? The waves flow from the centre. I stand on the edge watching the

correspondent writing in July "argues that there is increasing evidence of openness: 'Closed awards are allocated only to candidates who had received language' (I note the use of the word 'closed' awards)." He is roundly criticized soon after for being a writer who accuses him of "double standards", and goes on to

Speak, write and spell

Lynette Bradley, Charles Hulme, Jan Hughes and Peter Bryant describe new research into teaching spelling

Obscure, messy and poorly coordinated handwriting is very common among children with reading or spelling difficulties—so common that one wonders whether it is their poor motor skills that are holding them back, even though there are people with atrocious handwriting who seem to read and spell with perfect ease.

But a number of people obviously have believed in a direct link between handwriting and progress in reading and spelling. Several remedial methods—Fernald's, Gillingham's and Spalding's for example—have included a large element of writing in the belief that motor patterns help the child to learn spelling patterns.

Do such methods work? We have new evidence that at least one of them does, and that its success is based at least partly on its concentration on writing. In our study backward readers and children who read and spelled normally for their age (the backward readers were 11 and the normal readers seven years old;

both groups had a spelling age of seven) were taught to spell a set of words, whose spelling they did not know at first.

Our aim was to compare the effectiveness of three different methods, and to do this we divided up our words into four sub-sets for each child. We taught him each sub-set with only one of the methods. Then as a further control the fourth sub-set of words was not taught at all. We argued that the sub-set which he subsequently spelled best would tell us which was the most effective of our methods.

We were particularly interested in a method called Simultaneous Oral Spelling, a method originally developed by Anna Gillingham and Bessie Stillman. In our version of it we showed each of the words on a card, gave the child its name, and then asked him to do two things simultaneously. He had to write out the word, and at the same time he had to name each letter as it was being written. Finally, he said the word again. This procedure was repeated three times with each of the words taught by this method on four successive days.

Though writing is part of this method it is not the only part since the children had to name each of the letters as well (an integral part of the Gillingham/Stillman method), and look at the word too. So we taught the same children other words for the same amount of time, simply getting them either to look at the word and name the letters without writing or to look at the word and write the word without naming the letters. The fourth group of words was not taught at all.

How to exploit the arts men

Peter Dormer on Regional Arts Associations

None of the political parties gives a wholehearted commitment to the arts although good has been done by local politicians. The TUC has done nothing of consequence since 1976 when it published a paper on the arts, and the various artists' unions have, understandably, been tied up with matters of wages and contracts.

Most associations have now established a rapport with senior local authority officers and members. Report earnings money and encourages a general commitment from local authorities to the arts. For example, the policy of the Greater London Arts Association (GLAA) is to allocate an officer to liaise with two or three individual councils. It works: GLAA has managed to involve councils that hitherto gave arts the cold shoulder. Sometimes things go wrong as with the curious squabble over the chairmanship of Merseyside Arts but such occurrences are rare.

It is not just to local authorities and the Arts Council that RAAs are looking for money. David Dougan, Director of Northern Arts, understands money, knows the worth of his organization to the region, and like Norman St John-Stevens believes in a mixed economy for the arts. Consequently, Northern Arts intends to increase its efforts to sell the arts to much larger audiences (a marketing officer has recently been appointed) and those audiences will be expected to pay a more realistic price for their tickets. Dougan is really arguing that if one geologically has faith in the efficacy of the arts then it must be possible to reach a larger audience.

Increasing the audience also gives the artist greater impact upon society. Art is, after all, about ideas and interpretations of the world and has some significance beyond filling in the nooks and crannies of the school timetable or providing an evening's entertainment.

In terms of giving art larger audiences the RAAs ought to be looking towards education. But their relationship with education authorities is ambiguous. For a long while the DES rather implied that RAAs should keep out of schools because arts were a part of the curriculum and therefore catered for, thank you. Even the successful artists and writers in school schemes were inhibited, and for a while the argument for their existence had to be restricted to how they benefited the artists (or daily and often much needed fee) rather than how they benefited the children.

RAAs disagree among themselves about the educational function. Dougan is sceptical and doubts whether RAAs are the right bodies for educational ventures; he points to the several conferences he

issue a challenge to Oxford colleges: "Publish a table of successful candidates showing their entrance examination marks and their schools of origin."

This writer clearly subscribes to the ruling class theory. "At present," he continues, "their archaic system... acts as a shield behind which Oxford colleges continue to operate an extensive old boy network, which discriminates against the cleverest candidates from state run schools."

Down on one knee. But wait—enter Mr Macleod, of Christ Church. His counter attack gives me the confidence to ascend two ladders. "As an Oxford Tutor," he writes, "I would welcome more understanding with state schools and would willingly correspond with their pupils or teachers. I am certain I speak for the great majority of my colleagues."

The summer heat begins to encourage a second front. In further correspondence another writer claims that the road to Oxbridge is laid with mines for the unwary whose maps are not to be had

We then checked to see how well they remembered to spell the different words on three occasions—the next day, two weeks and four weeks later. The SOS method, we found, gave the most help to the backward readers. Four weeks later they remembered 58 per cent of the words taught by this method, but only 35 per cent of those taught by naming letters and 30 per cent of those taught by writing alone. In a further study of backward readers we used only one method at a time, and obtained even stronger results.

So writing on its own helps backward readers, but it is particularly effective when combined with naming the letters being written—probably, we think, because the activities reinforce each other. This in fact is the rationale for the multi-sensory method.

The normal readers reacted slightly differently, but their scores confirmed the effectiveness of writing. They were helped by having to write the word, but naming the letters at the same time did not increase the effect. In fact it got in their way, probably because, being so much younger, they were not so familiar with the names of the alphabet.

The common theme of our results is that the suspicions of Gillingham and Stillman and of many others were right. Establishing writing patterns does help a child learn how to spell particular words.

We are also convinced by our experience with individual cases that the effects last over much longer periods than were covered in our experiment.

Our results seem to show that establishing motor patterns helps children's

spelling. But can we be more specific than this? One thing is clear about it: that movement is not everything in spelling. Spelling, we think, is partly a motor skill but it is quite clear that even beginners have other strategies to help them when they learn to write words. They are usually able at least to attempt to build words up phonetically on a letter by letter basis, a strategy which obviously works well with words like "cat" and "hun".

But English, of course, has many words which cannot be constructed in this simple way. "School" and "people" are examples, and young children often have great difficulty spelling words such as these. The child has to learn to deal with such words as wholes, and we suggest it is here that motor patterns can help. The child can learn a motor sequence for the whole word, and the sequence becomes the basis for remembering the word's spelling. The same may also be true for learning about particular common sequences of letters like "igh" or "ough" which crop up in many different words.

Where, then, does leave and handwriting? Our contention is not that bad handwriting itself leads to poor spelling, but that a failure to establish motor patterns—clever but inelegant—enough hamper the normal development of reading and spelling.

Lynette Bradley's article, *The organization of motor patterns for spelling: an effective remedial strategy for backward readers*, will be published shortly in *Developmental Medicine and Child Neurology*.

has attended concerned with cooperation between local and regional arts associations which have been full of bonhomie and produced nothing. Merseyside Arts, on the other hand, are increasing their cooperation with adult education services on Merseyside, and are using local radio to promote both professional arts and arts courses.

But the services on offer can be exploited educationally. The expertise of RAAs officers and their opportunities for making contact with artists are resources ripe for plundering by any school or local authority (artists' time still comes too cheap). The use of artists, writers, and craftsmen in schools has been an exciting development and several RAAs, among them GLAA, South East Arts, and Eastern Arts, have run such schemes successfully and know the pitfalls to be avoided.

The importance of using the artists as artists and not surrogate teachers cannot be over stressed. When Southern Arts appoints a composer in residence the first priority for the artist is not teaching or lecturing but writing music; the fact that the person appointed is likely to spend some time developing music with adults or children is of secondary albeit significant consideration.

In the long run, those adults or children fortunate enough to work with the artist do gain a lot from this adherence to quality by the regional arts association. Not all will be aware of it and light. Artists are sometimes surprised by the low standards of artistic attainment and understanding accepted by some schools, and consequently visits are educational all round.

The TES points out that A level grades of at least one A and two Bs were achieved by 83 per cent of Cambridge candidates and 72 per cent of Oxford candidates in 1978 compared to 27 per cent of entrants to other universities. This certainly seems to suggest contest rather than sponsorship in determining entry.

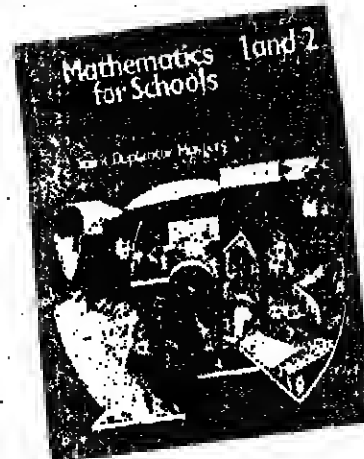
More recently, writing in *The Times*, Diana Geddes reports on the findings of a five-man working party. It recommends, she says, that open scholarships and awards to Oxford should be abolished and entrance examinations reduced to one paper. A level results and interviews would then become the most crucial determinant of entry.

But as I have come to expect, there are "buts". There have been previous attempts, it seems, to abolish open scholarships in 1962 and 1965, but nothing happened.

So here I am, waiting for results, on almost exactly the square I started on.

features

I think one of the lessons our school could do without is Fletcher maths. It teaches you things you normally already know, and even when you do not it teaches you long and complicated methods that you can get mixed up with. When I go to my teacher and say I do not understand she normally says, "Well, do it your own way" (Girl, 10).



Finish your Fletcher and get on with your maths

Leonard Marsh reviews the new edition of the best-selling primary mathematics scheme

Mathematics for Schools, commonly known as "Fletcher", is the nearest thing we have to a national primary curriculum in mathematics. Fletcher has been with us for almost 10 years, and the second, revised version is now appearing. It is a good time to consider both the value of the scheme, and the kind of progress in primary mathematics we should be looking for in the 1980s.

An eight-year-old once said to her teacher: "I've finished my Fletcher—now can I do my maths?" We need to consider carefully the impact of the series on children's experiences, on how mathematics is taught, and on the kind of curriculum materials that teachers and children use.

Back in the 1950s, infant classes and schools followed a fairly active programme of mathematics teaching and learning, with plenty of counting and estimating. (In their 1978 survey, HMI Inspectors considered there was a need for more of these activities in half of the infant classrooms they visited.) But juniors were reared on a diet of Fred Schoenell's *Right from the Start Arithmetic*.

Schoenell's scheme presented mathematics with a clarity and simplicity that was not available to ordinary mortals in everyday life. A page of "mechanical sums" was faced by a page of "puzzles" or "problems". Once a child found out whether the first problem was "an add" or "a take away", he or she could proceed in the knowledge that everything else on the page would follow the same rule.

The cry went up: "They can do their mechanicals but they are no good at problems." Pioneers such as Edith Biggs, in the 1960s, to give teachers a firmer grasp of the ways people actually think mathematically. What many schools ended with was Fletcher—much more complicated to follow than Schoenell, leaving teachers with much less free time to breathe life into group and class work, but still relying on pencil and paper practice.

And every recent report on primary mathematics reiterates the old complaint: children cannot solve problems. According to the HMI primary survey nearly all teachers make an enormous effort to teach mathematics. Children are competent enough at the kind of basic mathematics talked about in the national debate. But they are very weak when it comes to applying mathematics to unfamiliar situations.

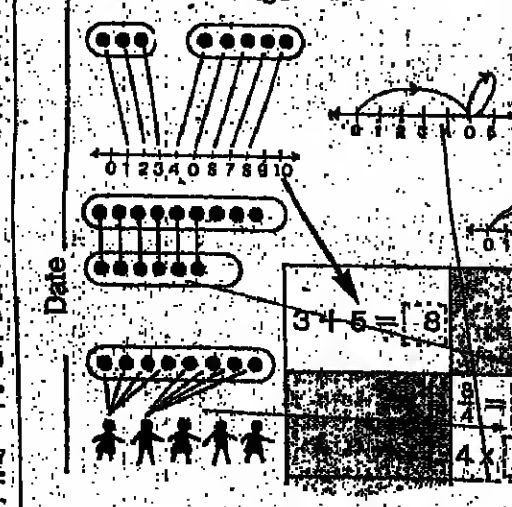
What we need now is a new type of mathematics book. The revised Fletcher scheme is rather as though British Leyland, instead of marketing a basically new car to meet the new demands of the

1980s, had decided not to develop the Metro but instead to change the seats on the Allegro.

The new edition of Fletcher seems to be the same old model with a little new upholstery. Its most basic fault is that it drains away from the teacher the initiative required to provide a range of mathematical experience beyond the printed pages of the scheme. And working through one textbook page after another does not develop in children the mental habits required for mathematics.

At the infant stage, books should not substitute diagrams and drawing activities for the actual manipulation of objects and apparatus. Children need to handle and count things, and to use apparatus to explore, for example, number patterns.

Fletcher makes people do sums the hard way. I never really understand what it has taught me (Boy, 11).



Check the bingo card.

Fletcher maths is very difficult to follow. They try to cram too much on to one page, most of it with no examples at all. Most of the time it is easy when you have worked it out. But you should be able to understand it straight away (Girl, 9).

They do not need an elaborate series of worksheets. A good textbook should lead into group, class and individual work. Because of the complexity of the series, and the emphasis on individual pencil and paper work, Fletcher eats away at the time that might otherwise be available for class and group activities and discussion.

Class teaching is particularly important in the development of mathematical thinking, as anyone will know who had the pleasure and fun of attending a demonstration lesson by Professor W. V. Sawyer (the author of *Mathematicians' Dilemma and Prelude to Mathematics*). There is an urgent need for any new textbook that will help teachers see in a new light the experiences given in old-style "mental arithmetic" sessions at their best. Fletcher provides no encouragement for this kind of development.

If we are to break away from the kind of schemes that have left children unable to solve mathematical problems, what teachers need is an inexpensive tool, simple enough to allow them to master the content so they are left intellectually free to make the most of their chances to intervene, and widen children's experience of mathematics.

Having just returned from a junior school with its own microcomputer and a flexi-disc programme for full control of the school tick shop, the need for realistic application of mathematical ideas seemed particularly evident. We do not need a textbook that uses its pages to provide a bar chart for potato crisps (Fletcher, second edition, Book 3).

Nor do we need problems like this one: 154 adults and 218 children visited the museum in the morning. 175 adults and 226 children visited in the afternoon. How many more people visited in the afternoon?

Many of the questions are unworried and artificial. In level two, book two (page 27) we have the proverbial sheep. "A shepherd has 45 sheep in one field and 34 in another. How many sheep altogether?" A proper use of simple apparatus such as Unifix or Number Line would provide much more economical and appropriate number experience—but the book gets in the way of this more full-blooded approach.

The illustrations and diagrams, often brightly coloured, do come from a textbook trying to programme learning, rather than support the teacher's and learner's own activities. On one page we have a picture of what we are told is a grapefruit. It is "balanced" by two 100 gram masses. Talking with a group of children, it was clear that the illustration had not given them any real understanding of the situation it attempted to portray.

A long and complex succession of textbook diagrams does not give children a working understanding of ordinary everyday mathematical situations. Nor does it develop their confidence in applying mathematics. Ideas that children find easy

Fletcher always teaches unnecessary things, like seven ways of doing fractions. Why not just three ways? (Boy, 11).

when handling apparatus, and talking to the teacher about it, are confusing when presented in a diagrammatic textbook approach—Fletcher's presentation of subtraction and "difference" is a good example.

It must weaken children's grasp when they are asked to work from textbook diagrams, rather than carrying out an activity and recording it in their own diagrams. And many activities that are intended for individual work would be much better handled by teachers with the class. Learning to tell the time, as an example, something that can be taught daily by the teacher and class rather than in the pages of worksheets.

Teachers using Fletcher are likely to be forced to give too much of their time to servicing the book, like attending to the Queen Bees. The work is too tedious, and too text- and worksheet-dominated. We need a basic mathematics scheme that leaves the teacher free to teach, with guidelines for explanation, demonstration and discussion. Much more needs to be done "in the head", not on paper, and much more apparatus should

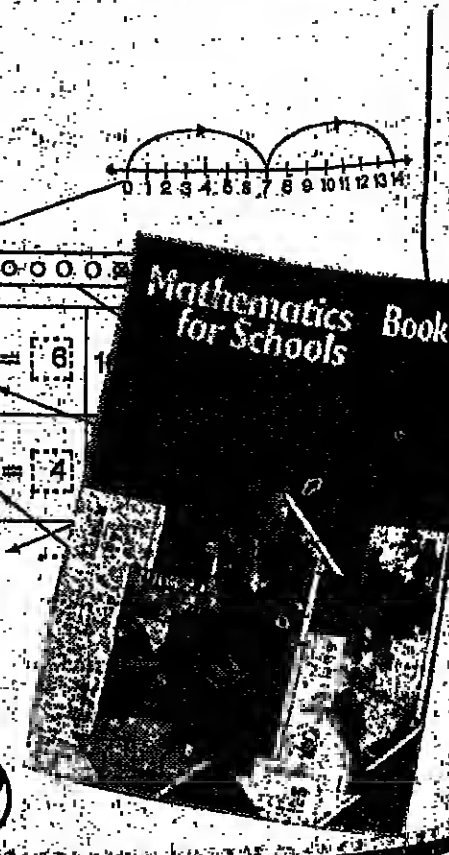
I like colouring, which we call Fletcher (Girl, 6).

be used. Above all we need a series that helps the teacher to focus on applying mathematics — a major weakness of Fletcher.

Harold Fletcher was a brilliant teacher. Sadly, his early death means that all we have available from him is this series. We must recognize that its widespread use has diminished teachers' influence in the classroom, and made the learning of mathematics a book-dominated special process, not the active acquisition of understanding.

In the revised version, the needs have been so clearly stated in the publication, that the HMI and others are not well met. The only possible advice: Don't trade in your present model. If needs be, find the good old *London Book Co. Arithmetic* to give you space to develop your teaching and to make the right decision about appropriate mathematical books for the 1980s.

Leonard Marsh is principal of Bishop Grosseteste College, Lincoln, and a specialist in primary mathematics. The children's views are taken from entries to the TES "What I do on Monday" competition earlier this year. All the children quoted come from different schools.



review

Let us not remain ticketless!

J. W. Butt travels through the Teach Yourself series from Afrikaans to Yoruba

As an incorrigible dabbler, I think I may speak for what may be a majority of Teach Yourself Book readers by attempting a survey of 50 or so volumes in the remarkable glossy blue and yellow language series. I have read every one except French and (most of) Afrikaans (which was too much like Dutch), and my bedtime favourites like Turkish, Yoruba, Japanese and Icelandic disintegrated long ago from constant, sleepless consultation. Such useless specialization merits a sort of fame.

Those glancing rows in Smith's and elsewhere beckon with promises of instant social and professional advance; but let us not aspires to be a world-sales manager be deceived. They are a mixed bunch, some the work of painstaking scholarship, some apparently thrown together without rhyme or reason.

Romanian and Hausa frighten off the dapper with a technical approach: "The complete aspect may be employed within a sequence of relative complete clauses to express a more remote past than that indicated by the relative complete predicative" (*Hausa*, 27). In the case of Bengali, it is hard to see anyone but a ventriloquist could pass lesson one, since it refuses all transcription of the native hieroglyphs into near English equivalents, and says of squiggles "It is pronounced by the tongue of the upper teeth". Presumably.

Some volumes, notoriously A. S. Thorne's *Arabic*, are repellent by their very pessimism. "We do not know of the uncommercial history of older editions. The Arabic is on easy language." "This

book will not help a man to talk to a crossing-woman on the first day of his arrival" (ix). "The owner's sra the nightmare of a bankrupt financier" (first line of chapter 30). All this is hardly the fault of the language, which can say sentences like "can change these rights?" But the author uses only examples from before the twelfth century, so that you are translating "the sempstresses went away from our town" in lesson 13, and you finally graduate to "I shall swear, extravagant oaths, he shall not thirst as long as I live" at the end. This volume must be selling like hot cakes and one is surprised that the publishers have not been sued by an army of expectorate oligarchs. They would do better with T. P. Mitchell's *Colloquial Arabic*, with its rather difficult grammar section and phrasebook layout. It ought honestly to be entitled *Colloquial Egyptian*, which is not the same thing.

Writing grammar books is a compulsory art which not every linguist can acquire. Some languages call for nothing less than meticulous scholarship. The late M. Coulson's magnificent *Sanskrit*, which must be a national best-seller to judge by the rate it disappears from the local newspaper agent's shelves, is a fitting monument. The author guides the beginner almost tenderly through the terrors of a language which could throw up compound words of over 20 individual elements: "Indusfaintrechevishibhithroughcauselessluckless children".

Such frenetic complexity is perhaps more reassuring than Kinchin Smith's and Meluiah's rather unconvincing repudiation of the easterly of the traditional Classical Greek course. I do not care for their bearty colloquialism and

occasional cartoons: one rightly fears an underlying obscurity. Modern Greek, on the other hand, is domestic to the point of chumminess.

Exquisite in their blend of light erudition and urbanity are Koelhoven's Dutch, a gentle, good book like the people of that country, and the gem of the series, Turkish, the gem of the series. The latter makes you feel the bubble of the tea-house and the gurgle of narghiles. He makes the reader live the language's inexpressible wealth. The form of the verb, we learn in chapter 9, "makes a confident assertion of a fact not positively known, like a BBC compare's 'of course you all know our guest star'".

He does have the advantage, however, of expounding a language of spicily wit, unlike R. Harrison in *Biblical Hebrew*. What author language says "imprecation" collapses for "disillusion", or makes its everyday superlatives with the grace of "Such a heat happened that—don't ask!"? And if we are to believe page 122, Ankara bus conductors invite payment with cries of "let-us-not-remain ticketless!"

Some volumes go about it all wrong. It is vain of A. H. Whitney to include a vocab list of 111 items in lesson one of his Finnish, featuring words of such improbable value to the stammering tourist in Helsinki as "silvern", "steepie", "sparrow", and "candid". The beginner has quite enough to do with 15 cases to the noun and three infinitives without all that; and since the same author does not believe like this in his *Colloquial Hungarian* in the rival Routledge Kegan and Paul series (on this he is better language?) it is all the more unfortunate.

These instructorless manuals need all the dramatic ousness and climactic pace of other literary genres. If act one is a bore, the house will empty before the story can be told. R. J. McClean's *Swedish* and *Sommerfeldt* and Marm's *Norwegian* suffer a disastrous loss of early momentum with their vast sections on pronunciation. You are done for by the time you get to the ritual exordium about nouns having two genders and a definite article. Nor can a proper middle be neglected, especially in those encouraging but invariably deceptive languages which offer the author the unfair advantage of opening with "there is no change, either in noun or adjective, to show gender, number or case" (M. R. Lewis's *Malay*, page 46, now superseded by R. Dore's more concise but grimacing volume of the same name).

One learns to suspect these smiling weapons on the doorstep. C. Maracek's *Soviet* starts like that, but you learn the worth of his hospitality in chapter 7 with the inexplicable vagaries of the native word for "of". L. Blakelock's *Old English* lets you off your leash for a few pages with such easy things as *clid*, *manu* and *cwæth*, but it's too late for your money back on your scribbled copy when you discover no less than 13 consecutive chapters on irregular verbs.

Slovenic experts like M. Frewin (*Russian*), M. Corbridge-Panietowski (*Polish*), W. R. and Z. Lee (*Czech*)—a bitter, snapping language and *V. Jevrek* and M. Sudic (*Serbo-Croat*) have special problems of poco and crescendo imposed by the curse of verbal aspects peculiar to such languages. They all make distinctions of wicked ephibity, be-

tween verbs like "drink", "drink up", "drink down", "drink off" the myriad forms of irregular and unpronounceable and invariably hidden from view until past the middle. Innocents are likely to buy a pig in the poke, though Polish scans the best value of the four.

For general light reading one could do worse than to recommend D. V. Perrot's *Swahili* (no irregular verbs), R. Bruce's *Cantonese* (with a promise of relative fluency after only a few months—but avoid the demagogic composition *Mandarin Chinese* by H. Williamson) or J. Kwon's *Indonesian*, a simple language so like Malay that I suspect the publishers have been taken for a ride.

Much the same might be said of J. Munc's *Modern Persian*: extraordinary that this straightforward and soft language can be the vehicle for such invective. Dillon and Donch's *Old Irish* are done by the intrinsic modesty of a language whose words you write words like *fhiontharthe* and say them like "Ivorhs". They are less than candid in their opolog pages about the horrors in store.

There are inexplicable gaps in the series, for example no Hungarian, Thai, Burmese or Korean. Some lovely old volumes like *Hindustani Urdu* are now collectors' items, as is the hopeless, ravished but virile and alive *Afrikaans*. Nearly all the authors pay tribute to the skill and assistance of the editors and type setters of first E.U.P. and later Hodder and Stoughton, who acquired the series; and so do I.

J. W. Butt teaches in the Department of Spanish, King's College London.

On the right track

Colin Ward on an unusual study of railway history



Opening ceremony of Swansea station, South Wales Railway, June 18, 1850 (from Volume 12 of "A Regional History of the Railways of Great Britain", David and Charles, £9.95)

of the different grades of railway worker: "Within his limited territory, he may create his own administrative system. The companies sensed that well-defined boundaries made for clearly established relations and that the 'laid-out' relations and discipline could be compensated for by the ability of the railway worker to stamp his individuality over a certain area or stretch of ground."

Lewis Mumford's claim that the clock, not the steam-engine is the key machine of the modern industrial age, is brought to life for him by the way in which in the mid-nineteenth century "Railway Time" slowly gained ascendancy over local time in British towns and cities. The fact that a gold watch is a traditional retirement present is a legacy from railway time. The time-clock, a railway invention, and for him

the pocket watch, like steam, rendered eventually to the wrist-watch and diesel. Even the debate of the 1960s on restricted or elaborated language codes is interpreted by Mr McKenna in terms of the history of railway language. For the railway was the first paper-dominated industry, with, of course, its bible in the Rule Book. Certainly the copious fragments of railway talk in this

book justify his claim that it is a working organic language which crackles with wit and social criticism.

He shows how the railway companies in the 1840s recruited countrymen from one feudal order into an industrial feudalism of their own, and how much of this bond of loyalty in return for guaranteed employment for long hours and low pay survived the amalgamation of the early 1920s and lingered on until after the postwar nationalisation. The turning point was the 1911 strike, when syndicalist theories of industrial action, rather than craft unionism, had attempted to break down the divisive subdivisions of railway workers in the all-grade NUR. In the end, of course, loyalty to the rank and pecking order laid down by the companies were stronger than the "one big union" ideology.

Mr McKenna half depicts these divisive loyalties, since the appalling (as they now seem) demands of the employers were only curbed by the growth of union solidarity, but he also admires those drivers who had been allocated their "own" engines in a masterstroke of company policy. "Nothing like it had been seen before in British industry," and the drivers devoted their whole lives to their engines which were secured, isolated and decorated, their brass and copper shining like jewellery. "In attempting to understand the character of these men, it must be borne in mind that they were performing a duty of great responsibility without any strict supervision whatsoever. They were on their own from signposting to signposting, working for their own satisfaction, living up to their self-imposed high standards."

This book is bound to become a classic not only of railway history, but of industrial psychology.

Nailing a dead fish

Hilary Spurling on George Orwell

streakly successful. . . .²⁴ This is the sort of fashionable cant Orwell loathed and constantly exposed: Crick's smug roll-call is precisely an orthodoxy of the unorthodox, designed to flatter and reassure, in appeal in short to all those herd instincts of the Left which Orwell detected in the parlous bolsheviks of his own day.

However much Crick may wridle himself, as he says Orwell did, on being a fully paid-up member of the awkward squad²⁵ (the institutional reminder of the typical of this

Hilary Finch on a selection of records for Christmas

Far better, for a Christmas box, to choose Christopher Hogwood's or Neville Martin's releases of earlier this year—or turn to recollections of Handel. Thanks to musical performances by the Handel Opera Society, the composer's operas are no longer remembered by a handful of grips: Roymond Leppard's Ariadne (Philips 6769 025, four discs), with the English Chamber Orchestra...and soloists including Janet Baker, Norme Burrows, James Bowman and David Randall.

is an ideal introduction to one of
Hendel's - most accessible and
assured operas. Its straightforward
story (nn subplot here), lively in-
strumental interludes and wonder-
fully memorable arias are given the
full Lippold treatment, where
acrobatic scholarship is warmed by
performances of sensuous and
gracious immediacy, thrilling over
with energy and colour.

Among this week's contributors:

J. W. Butt is a lecturer in the Spanish Department of King's College, London.
Lewis Howdle teaches at the Froebel Institute, London
Collin Ward is author of *The Child and the City*.

William Mann is chief music critic of *The Times*.
Elizabeth Henry, teaches at St Mary's Sixth Form College, Blackburn, and not Notre Dame Grammar School as stated in TES 21.11.80.

They hanged their harps

Nicholas Wanshott

ing. According to the black community, the film is a pessimistic picture of the black youth, as the end of the film shows a devils' hell crammed full of hoodlums and black youths, as if to suggest the squad of police will be well attired in the fine blue, well-attired uniforms of the police. It is appropriately ambiguous in playing that it could be easily interpreted as a picture of a peaceful dillyrally as a battle.

What the film does encourage is a sense that all young people are going through the same problems. The parents and the young people are black and the advantages of being black have the advantages of being white. The film encourages a sense of brotherhood and violence among the nations; about a land across the world.

Through a glass darkly

Pamela Cooley

Mr. MacKerell, artist, lecturer at University of London Goldsmith's College and valued contributor to THE SPECTATOR, became ill in February of this year, with what has been almost certainly diagnosed as multiple sclerosis. One of the early symptoms was the loss, and subsequent recovery, of sight in his right eye. While very ill in hospital he made notes and sketches to be altered during his convalescence. A remarkable series of 25 pictures now on show at the University of London Institute of Education, until December 12, after which they will hang in the Gordon Museum at Guy's Hospital.

is a habitual and perhaps wise
to be wary of the immediate emo-
tional response to art, but to this
journey? there can, for
non-medical specialist, be no
response. These gauche
pundits, such a single circle about
four inches in diameter cannot be
judged by the ordinary criteria of
composition, colour and con-

s. darkly

the 1990s, the number of people in the United States who are 65 years of age or older is projected to increase from 20 million to 30 million, and the number of people 75 years of age or older is projected to increase from 10 million to 15 million (U.S. Census Bureau, 1997). The number of people 85 years of age or older is projected to increase from 2 million to 4 million (U.S. Census Bureau, 1997). The number of people 90 years of age or older is projected to increase from 500,000 to 1 million (U.S. Census Bureau, 1997). The number of people 95 years of age or older is projected to increase from 100,000 to 200,000 (U.S. Census Bureau, 1997). The number of people 100 years of age or older is projected to increase from 10,000 to 20,000 (U.S. Census Bureau, 1997).

tent. The first five paintings record the receding vision through 1. *Pageswim*; 2. *The Grey Blanket*; 3. *Brownout*; 4. *The Terrors* (womanlike squiggles in a sea of mud); and 5. *Total Wipeout*. The explanatory captions to each title are very revealing, but they do not correlate to the paintings and beyond to the experience. Thus: beginning with 6. *Fingerflutter*, at the slow start of the return of vision: "High up the right of my circle of vision, through the murk, I could make out my fingers fluttering after two weeks of blackness"; one follows the gradual distinct testing for distance and colour: "testing for distance and colour"; and the last, with a growing sense of wonder and excitement:

Towards the end of the series one suddenly becomes aware, unexpectedly, of beauty. The captions, though important to the continuing account of the loss and recovery of vision, are superseded by the quality and message of the work itself. Peter MacKerrell has not only given medicine an invaluable insight into an aspect of a mysterious disease, he has brought back riches for us all from his interior journey.

Italy's art in an armchair

Michael Clarke

Art Treasures of Italy. By Bernard
Denvir.
Orbis £12.50, 85613 306 X.

Coffee-table art books and their consumers have become a subject of ridicule, but they need not be so. After all, looking at pictures is always a more stimulating experience than reading about them and if the reproductions are good, as these are, what better introduction to the subject could there be, apart from the near-impossibility of seeing the originals?

From the dawn of classicism in the ancient world to its demise in nineteenth-century neo-classicism is, however, a long period, and a great deal of composition is necessary to represent it all in one volume. However, need the Byzantine be omitted altogether? The text, which throughout is sensible and informative, is miserably moulous that school but without illustrations. That disappointment aside, the book is a real bargain.

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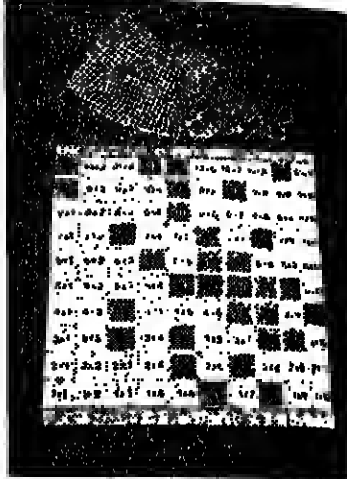
Don't count on it

Heidi!

resources

Game, set and match

Peter Dean looks at some mathematical games which are suitable for school use or as Christmas presents



Rubik's Magic Cube has fascinated a generation of mathematicians in schools and colleges during the past two years. When a cube is purchased, each face is of a different colour and it is made up of nine smaller cubes. The ingenious construction allows one of the nine cubes on each face to be rotated, and after a few minutes' practice there is a probability of a mixture of colours on every face. The puzzle is to return the cube to its original state.

This can be done in a few minutes by an expert, but a persistent and mathematically inclined learner may take three days unless he or she studies the booklet, *Notes on Rubik's Magic Cube*, by D. Singmaster. These notes explain the various moves which move colours from one face to another, as well as explaining mathematical group theory to explain the sets of moves.

The mathematical value of the 'cube' is that it offers a new dimension to traditional peg games like 'live in a row'. Instead of playing the game on a flat board, the pieces are now played using the peg-holes on each of the six faces of a rigid cube. Some children who have mastered the two-dimensional game will find it difficult to transfer their tactics on to the cube, even though the diagonal lines are marked on the surface. Although these games are based on a good idea, the manufactured cube is not so good in practice. It is made of tough plastic but it is not very satisfactory to handle, and the coloured pegs fit well but break too easily.

The mention of coloured pegs will remind many gamblers of *Mastermind*, which is still a very successful problem-solving game. There are now eight versions of *Mastermind*, which include the New Original version, the Grand version (which uses shapes and colours in the code, as well as mathematics attribute blocks), and the Electronic number version. Many children find this last version very attractive, perhaps because they are not restricted to a fixed number of attempts at breaking the code. At each level of difficulty, the code is set by an electronic chip so that *Mastermind* becomes a one-player game.

Connect Four is an appealing new game. One player has red counters and the other has yellow.

These have to be dropped alternately into a vertical frame to form a horizontal, vertical or diagonal line of four similar counters. As each counter falls as far as it can under the action of gravity, the game is more satisfyingly difficult than four in a row played on peg-board. *Connect Four* is suitable for children of any ability, and the well-made equipment is liked by pupils of all ages.

Another variation on two players putting counters into a line is given by two very similar games, *Othello* and *Reversi*. *Reversi* is played with 64 counters on a board of eight by eight squares. Each counter is double coloured, pattern blue on one side and red on the other. Players choose to be red or blue, and reversing (turning over) a counter changes the ownership of that position on the board. If a player traps a line of the opponent's counters between two of his or her own, counters are removed so that the opponent loses that line, and the player gains a longer line. Counters are frequently reversed during a game and it is very important to make or select strategic positions. Patterns, when all counters are on the board, the red and blue player faces are counted to decide a winner or a draw.

The *Spartan* game is well boxed, with a traditional stiff playing board and easily handled plastic counters. Alternative versions are



available from other manufacturers. The E. J. Arnold game has magnetic counters and a metallic, pocket-sized board.

In several games, plastic shapes have to be placed next to each other, partially or wholly covering a piece of board. Although the quality of the plastic varies between these games, all the following equipment is suitable for use in schools. The games help children to understand the relationship of size and shape of different objects. *Qwirkle* uses red, yellow and blue triangular shapes on a hexagonal board. Those shapes must be combined to form different quadrilaterals and octagons of different colours. *Qwirkle* is a game of pattern and symmetry patterns can be produced. Other games use rectangular 'polymino' pieces, which cover from one to six small squares of a rectangular grid. During play, each shaped piece has to be chosen to fit alongside the pieces already on the board and maximize the player's score.

In *Multipuzzle*, every polymino covers six squares, but there are 35 different shapes including a T shape, an L shape and a zig-zag. The plastic tray-board can be completely filled with sets of 10 correctly chosen pieces, and the game includes a work book which suggests increasingly difficult puzzles, some of which will be a challenge even to teachers.

Primary school children will probably enjoy playing *Figures 10 out*, which gives practice in addition and multiplication with small whole numbers. Children who have progressed beyond that level may play *Skirrid*, which is getting popular. It is an extremely well developed game and the six different polymino shapes used are named eye (1 square), rod (2), queen (3), snake (4), door (5) and gun (6).

The equipment includes numerical ladders on which the scores can be built up and recorded. These ladders also appear on the *Vagabondo* board, which is part of an attractively produced game where the score is decided by the number of small squares covered by each set of adjacent polyminos. *Addika* is a number scoring game in which each polymino piece is in the shape of a Moltres cross and has a whole number (between 1 and 9) on each of the four arms. Players place these pieces sequentially on a flat surface to form a

closely packed tessellation on which appear numbers like 28 and 4283. These are used to calculate the players' scores.

The game should help children who are working with units, tens, hundreds and thousands. The scoring cards and game pieces are well produced. Incidentally, the superiority of plastic pieces over cardboard pieces is illustrated in the new version of the number multiplication game *Cotano*, which is now sold with plastic number tablets.

Teachers whose pupils are practising number bonds should certainly look at the following sets of games. *Race Track*, *Safari*, *Hi Tock* and *Go for Goal* are additions to two *Placemat* series



although they are not specifically integrated into the scheme. The boards are attractively designed, well produced and durable, although the price is rather high.

Tablemaster, *Add-Venture*, *The Great Divide* and *Take it Away* were designed by the author of *Follow-up Maths*, and three of them use plastic spinners to select the numbers for practice. The standard of production of this equipment is not so high as with the *Fletcher* set, but they sell at about a half the price. As well as these two sets of games, teachers might look at *Hop and Bump* (which plays on a 6x9 number square) and *Spotty Dog* (which is played using a number line on a plastic board). Both games use a pair of dice and give enjoyable number practice.

Several books contain mathematical games and puzzles for use in schools, and the following ones have been selected because they appear to achieve their educational aims. *Puzzle Maths 1* and 2 provide number practice and problem solving activities for children of middle school age. The book contains an introduction and a set of spirit masters.

Work sheets can be selected to build into a mathematical sequence, for example, magic triangles based on the numbers 1 to 6, and then 1 to 9, and then magic squares based on the numbers 1 to 9. *Dots Math* and *Dice and Dots* appear to contain games rather than worksheets, but the mathematical content is sound and there are notes for teachers leading up to the games. The latter book, *Dots and Dots*, makes them suitable for mathematics club use, and some could be

integrated into the middle school curriculum. One of the authors teaches in a middle school which sells *Entertain*, a similar group of ten board games together with four associated booklets.

Two other sources which are producing small numbers are a set of 20 *Mathematics Crosswords* which use secondary school mathematics (from simple algebra to calculus) and a set of games which are a part of *Moths Extra*, a three-part pack of mathematical activities for more able junior school pupils.

The Society for Academic Gaming and Simulation in Education and Training has a small number of members who are mathematicians teachers committed to gaming or simulation. They publish two *Resource Lists* which are available to non-members.

Rubik's Magic Cube. £5.50 Notes on Rubik's Magic Cube (fifth edition). £1.80.

D. Singmaster and Co. 66 Mountview Road, London N4 4JR.

Rubik's Magic Cube. £6. Pentangle Ideal Toys.

Tactica. £3.99. Groom Games, Connect Four. £4.75. MB Games.

Othello. £2.99. Polar Playthings.

Reversi. £1.88. Spoons Games.

Multipuzzle. £1.45. Spoons Games.

Skirrid. £5.45. Skirrid International.

The above games are available from most retailers, not all of whom use the recommended price.

Mastermind. 86p to £1.74. Vagabondo. £4.35. Spotty Dog. £3.99.

Invicta Education Division, Oakley, Leicester LE2 4LB.

Catano. £3.99. Tablemaster. £3.10.

Add-Venture. £3.10. The Great Divide. £2.95. Take it Away. £2.99.

Hop and Bump. £1.20. Figure it out. £4.30.

E. J. Arnold, Butterley Street, Leodis LS10 1AX.

Quadrangle. £1.65.

Taskmaster, Morris Road, Clarendon Park, Leicester LE2 6BR.

Addika. £3.99.

Quality Games, 254 Braunstone Lane, Leicester LE3 9AS.

Race Track and **Safari**. £12.50 pair.

Hi Tock and **Go for Goal**. £12.50 pair.

Dots Math. £2.95. Dice and Dots. £4.20.

Addition Worksheet, 33 Bedford Square, London WC1P.

Puzzle Maths 1. £4.95. **Puzzle Maths 2**. £4.95.

Macmillan Education, Houndmills, Basingstoke, Hants RG21 2XS.

Entertain and **Booklets**. £2.

Cheque or postal order with self-addressed A4 envelope to: The Augustus Smith School, Mathematics Department, Swing Gate Lane, Berkhamstead, Herts HP4 2RP.

Pick a Pair. £2.75 non-net.

A & C Black, 38 Bedford Row, London WC1R 4JH.

Mathematics Crosswords. £1.50.

Sigma Technical Press, 23 Dippont Mill Close, Tattenhall, Warrington WW6 8HH.

extra

APPROACHES TO HISTORY

A LOVE AFFAIR WITH THE PAST

By Marjorie Reeves

History can be at once the most repelling, mystifying and attractive subject in the curriculum. Those present participants endow the subject with power, almost personifying it, as Dante, when he discovered philosophy, celebrated the beauties of the Lady Philosophy in the style of the troubadours. I shall not write of the eyes and the smile of the Lady History, but the personification serves a purpose. Learning involves a relationship. This may be a strictly limited, utilitarian relationship, as when we seek to acquire a skill or information which we propose to use for purposes beyond itself, for our own ends. But 'personal knowledge' begins with an involvement that is like the developing relationship with another person. The experience becomes a kind of love affair which is both subjective in origin and objective in intention. But the Lady History certainly assumes many shapes in school. She can take on the most ugly form. The common reply in discussing the subject is: 'Oh, I hated that school—all dates and battles!'. This is the memory of a frustrating experience—wanting to relate oneself and being repelled, because one seemed to be nothing intelligent to latch on to. Then she can take the mystifying shape of something which might be attractive but seems to have no point. 'What's it for?' is the question. Almost any other subject is easier to relate in terms of either utility or personal experience. Yet history, as attractions remain in historical novels, plays, films and television history shows do not lose their appeal; digging up the past is a popular hobby activity; collecting the past is a hobby which extends to old gas lamps and the oddest bric-a-brac. Adults who gladly escaped from their embrace at school return later to pursue her charm.

The fundamental problem is that we are not sure what kind of a study this is intended to be. If it is as practical as what value is it as an experience? It does not give us skills to compute our way through life, nor does it in any obvious sense explain our often baffling experience. It cannot feed off the great cultural shock of our age: rapid social change. That shock, says Alvin Toffler, forces us into the future, and what can history safely tell us about the future? Yet past generations thought they knew what history was for. The hey-day of history in education probably began with our great-grandfathers, who were day enough about its importance. History was full of moral lessons which shined from noble heroes to evil villains. So there appeared a flood of little books with prefaces that urged the young aspirants on the upward way and vivid black-and-white pictures to dramatize the acts of history. In such books the assumptions were that moral values were unchanging and that each

generation learnt by simple imitation. The correlations seemed obvious. As doubts began to be cast on the reality of this beautiful equation between past and present experience, more sophisticated variants were brought to the defence of history. Nations—if not individuals—learn from the mistakes of history; its lessons were still directly valid in terms of practical consequences. If not moral ones. There was often a hint of a cyclical view in the argument that history repeats itself and therefore a people can be forewarned there is just enough shred of truth in this belief for it to linger with us still, as witness the parallel between the tragedies of Napoleon and Hitler's Russian expeditions. But in general this argument for history has long since been exploded. History never really repeats itself.

But by its theories of the moral value of usefulness of historical 'lessons' have been worn away, until the factor of accelerated change has provided a logic which seems to dispose of most history as utterly irrelevant. One of the rising generation said to me: 'While change proceeding in a nightmare geometrical progression, of what use to me is the experience of people born before the Second World War?' So, the Lady History is pushed out of the back door. If she is to have a place at all at our banquet of good learning, she will have to re-enter at the front door, that is, she will have to be entertained in her own right, because we want her for herself. But the prospect looks bleak. Watching the direction of their conclusions, it sometimes seems to me that for many children today the experience of time does not come as naturally as the experience of space. Space is a part of everyday life and the phenomenal growth of communications brings it all the more dramatically into a child's early experience. But if adults make no special effort to introduce the dimension of time, how many children begin to ask questions, for example: Who lived in our house before we did? Who first thought of making a fire? How did things begin? Perhaps the continuity of the family gives the most natural introduction to time. 'Grandma, what did you do when you were a little girl?' asked a little girl of six. And this was the start of a project on Victorian children. Such 'ways in' to the past are eagerly used by many teachers. But with modern family mobility, how many children have grandparents to hand for asking such questions?

The study of space is natural. It begins with the immediate environment and the use of our own legs. It is no accident that 'environmental studies' or 'local studies' have been replacing the traditional

history and geography, and that local history often forms part of the history syllabus in both primary and early secondary years. In many ways these new approaches engage the pupil's imagination, but the result can be that the experience of the past—history—is swamped in this focus on the here and now, some looking forward into the future, which is a different time dimension. Is this intentional? Are we making what may be a profound cultural switch? I doubt it. The case for history is more likely to go by default. It could become just the romantic frilling of society, stuck on by film or television, while the rising generation is studying the mechanisms and mutations of societies. 'What I want to know is what makes my world tick,' said a student. The implied image of a machine in this remark is indicative of a significant trend which gathered momentum in the United States and then in Britain over a considerable period: the belief that the predicaments of human living can only be solved by the sciences of society. Here we reach a question crucial for the life of future generations. Crudely speaking, the difference between sociology and history is that the one studies the laws of social behaviour, drawing out general principles from a mass of particular data, while the other studies the uniqueness of human actions in all their particularity. Of course one shades into the other in social and economic history, but there is a fundamental difference of approach. The thrill of history is as Leibniz put it, 'the thrill of learning singular things'. But the attempt of the historian to recapture uniqueness can be the 'accident of particularity' to the scientific student of societies.

Thus the question for us is whether we believe the human studies we plan for the rising generation should be chiefly centred on societies and their operations or on people and their activities. What are the necessary ingredients in education which we hope make for the 'good life' of the future? Certainly sociology has illuminated human behaviour in a thousand ways and a more scientifically grounded awareness of what is happening to us in our environment can be the fruit of its new insights. But already belief in sociology as providing all the answers is waning and the present vogue of social studies in schools may even now be growing out of date. This is not an attack on social studies in education, but I do want to press the question: How far can a full human awareness be nourished on the abstracted general statements which are the fruits of sociological study? Do these generalities fit the imagination the way that the particularities of history do?

continued overleaf



Marjorie Reeves, distinguished medieval historian and general editor of Longman's 'Then and There' series.

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A CHRONIC HYSTERESIS OR THE PROBLEM OF TIME TRAVEL- THE TEACHER'S DILEMMA

By Christopher Daniels and Richard Brown

As part of the local St. Paul's Community Project, a more thorough going documentation is under way and already incorporated as Mode 3 Social Studies CSE course in the curriculum of the small independent secondary school for pupils who have not fitted into local authority schools. The project includes also a nursery, a small urban farm and other community activities, including the revived annual earlowlife and the community newspaper.



Steam train in the Moseley Road



1, Bolsalf Heath, 1906.

The debate on history teaching is what in the early seventies had entered the stage of what Doctor Who terms "a chronic hysteria." It seems to be a curricular circle from which there is little or no escape.

For the teacher and the examination board there is a delightful logic in his idea to justify inaction. The teacher says that the boards do not provide examinations which assess the overall developments in history and this board.

The advisor, like any other individual, can as a result tend to concentrate on "pet projects". Again it is possible to identify the chronic hysteresis. "Pet projects" tend to result in people who support the projects being appointed, who then tend to push these projects in their schools. But what about those who do not subscribe

areas which need to be carefully examined by the profession are one way forward and out of the trap of complacency outlined above:

- a fusion between "old" and "new" history, between content and skills should occur. This could perhaps be examined through the widespread application of some of the insights of the 13-16 Project;
- there should be increased opportunities for historians in micro-technology and in computers (in the Local History Classroom Project as History Teacher

"Is anyone out there?" Tom Baker
outside Broadcasting House.

**A History of
World**
Richard Poulton

the Modern

This is an excerpt from Morjoe Reeve's latest book "Why History?" published by Longman at £6.95 (hardback), £2.95 (paper) (ISBN 0 304 12066 6).

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How many teachers have adopted a traditional content approach to history? We know a large percentage of the teachers have

the history curriculum. The idea of consensus in education is certainly a valuable one since it attempts to achieve some unity of purpose to which all can subscribe. It does not lead to a status quo.

Richard Brown, Houghton Regie
er School, Bedfordshire; Chris-
ter Daniels, Royal Latin School,
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JUST A PACK OF LIES

By Tom Hastie

Fans of *Damn Righty* will recognize that quotation at once, but for the others I must explain that it came from a story about a big-time gangster who orders one of his henchmen to read whatever she asks for to his little girl kept in bed with chickenpox. She asks for *Alice in Wonderland* and the gunman protests afterwards that it is not a book fit for children. "Gee, Boss, it's just a pack of lies."

I have chosen my title deliberately for it sums up so well the attitude of too many history teachers towards historical fiction—and that is a great pity because such fiction can be a powerful ally of the history teacher.

The Bullock Report (9:4) urges teachers to "encourage their pupils to read by their pupils because it can make an important contribution to children's linguistic and experiential development." It goes on to stress the importance of the teacher's influence in such reading, particularly where the teacher himself can show that he has read the books he recommends—and has read them with enjoyment. It is happens that the juvenile historical novel produced to the English-speaking world since the Second World War is unquestionably one of the high-

water marks of children's literature providing considerable pleasure to its readers, old and young alike.

Unfortunately, many teachers just do not know enough about the excellent books written for children during the past 30 years, as was diametrically revealed in the Whitehead survey of children's reading interests (1969-74) which showed that, by and large, teachers were still stocking school libraries with books recommended by their own colleagues, who had had them recommended by their tutors, who had in turn. . . . I am normally a defender of well-established classics but we must be prepared to know modern works, too, many of which will undoubtedly become classics in their time. Teachers would be well advised to spend more time in the juvenile section of their local public library and in reading more from its shelves. They will then be in a position to know precisely what they are recommending and be able to speak convincingly of the pleasure such books afforded them. These remarks apply to all teachers, of course, so I should now like to speak to history teachers in particular.

Historians tend to paint on a white canvas with broad strokes of their

brushes (movements, policies, etc.) but the historical novelist uses a sharper focus and looks at individuals and small communities, suggesting how their lives were affected by historical events and processes. Historians can tell us what happened; the novelist can help us to imagine what it felt like to be involved in these happenings. The good historical novel is one that is wholly or partly about the public events and social conditions which were the material of history and one which would far more if transferred to another historical period, unlike the "costume" novel which merely uses the past as a backdrop for a trivial story in the foreground.

Historical fiction can be invaluable for catching a pupil's interest, for the teacher must go on to foster and to refine. It can also be useful for introducing pupils to both sides of an issue, such as the Civil War or the American War of Independence, which split families and communities. It can introduce pupils to an interpretation of historical events and personalities they might otherwise never have encountered. I myself, for example, as a Protestant, have on occasion been joined into a more cautious assessment of certain events as a result

of reading a Roman Catholic novelist such as John Le Carré. Indeed, the use of such novels can introduce pupils to the nature of bias and of historical evidence, to the skills of historical judgment and evaluation. Some novels can impart a great deal of information about everyday life of the past in a much more palatable way than could be a bald textbook presentation of the same information.

Some others can be fun, such as *Knight of the Shaggy Dog* by Sheila Satchell, a hilarious story set in the 1920s which centres on a boy and his adventures with a dog named Sir Trolley. *Knott and Lady Ida* by Dora Mann. *Romans Go Home* by Adam Ferguson is not only a witty presentation of the Roman withdrawal from these shores as the result of the instruments of government to the nationalist movement for it could encourage senior pupils to compare Roman and British imperialism, thereby strengthening their understanding of imperialism as a historical process.

The judicious use of extracts from historical novels can spark off interest in specific events or conditions and can lead to the pupils' own research to rebut or support the author's presentation. The cause of world history can also be served by means of novels set in Russian, Chinese, African history or whatever.

In his *Choosing Books for Children*, Peter Halliwell divides juvenile historical fiction into three categories, namely:

documentary historical fiction, eg. Cynthia Harnett; researched historical fantasy, eg. Leon Garfield; creative history, eg. Rosemary Sutcliffe.

It seems to me that classification in a good one and well worth bearing in mind when selecting books to be recommended to pupils.

My arguments for the greater use of historical fiction in history teaching are by no means new, of course, as may be seen by reference to the 1927 edition of the Board of Education's "Handbook of Suggestions for Teachers", where such fiction is warmly recommended. The Whitehead Report revealed that over 70 per cent of pupils' "reading" was already fiction, other than comics so we would not be asking pupils to do something new or alien to them. We would merely be enriching their intellectual diet with larger helpings of historical fiction. If the reading encourages them towards a more sensitive interest in history, we are surely not failing our responsibilities as history teachers.

Some useful books for teachers: *Matters of Fact*, Margery Fisher (Blackburn Press); *Wives for Children*, John Rowe Townsend (Kestral); *Choosing Books for Children*, Peter Halliwell (FET); *Storyline series*, numbers 1 to 3 (Youth Libraries Group); *Historical Novels in the Classroom*, Peter Bradbury (Teaching History, May 1972).

TOUCHING THE PERIPHERY

Nicholas J. Tyldesley on devising a strategy for curriculum development in history

Curriculum development in Sheffield has emerged over the past five years out of the discussions among a small group of interested teachers, leading to a more formal structure today using long-term projects as a focus for several activities.

There are, perhaps, two aspects to consider when discussing any form of curriculum development: coping with the demands for practical solutions to current problems and taking a critical look at present practice with the intention of suggesting more radical reform. This article will be concerned with both these questions, using the work of history teachers in Sheffield as a case study. The broad intention is to stimulate argument and set the foundations for future debate.

The simple aim of the Sheffield History Curriculum Group is to look at various areas of teaching in order to accommodate as many individual preferences as is practicable. This has been done by the establishment of permanent working parties, teacher controlled but serviced by advisers.

The experience of other subjects seems to indicate that pressure from examination boards can be a powerful stimulus to change and one group has been concerned with the developments associated with the Schools' Council History Project

13-16. Starting with discussion on the "What is History" unit, a number of schools are now active in examination work.

As a result of this work, other areas of the curriculum are coming under critical scrutiny and we have recently started to look at the needs of the 16-19 age range.

The demand for local history resources which can be used by pupils gives another group its reason for being and several schools offer a substantial share of local history in their syllabuses.

Alongside the expected programme of lectures, seminars and workshops the curriculum group has forged links with the Open University in testing out material for the post-experience course, 2234, Curriculum Evolution; a dozen or so schools work closely with Sheffield University Department of Education students in supervising school-based assignments throughout the PGCE year; and an active programme of resources production is being developed. Future plans may well include establishing curriculum links between secondary and middle schools; local group Mode III examination schemes and extending the scope of current projects.

The management of all these activities is co-ordinated by the advisory service working with an elected committee. An annual conference provides the occasion for bringing colleagues together to discuss general issues.

There is, of course, nothing particularly original in this picture of history teachers at work and a number of critical observations can be made—neatly expressed in these words by Macbiavelli:

"Nothing is more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things."

It is difficult to assess the extent of success or failure since attendance at meetings must, necessarily, be a voluntary activity and it is easy to conclude that one is merely preaching to the converted. Up to perhaps a third of Sheffield's Secondary Schools are actively represented. But certain parameters constrain even the most enthusiastic innovator. The chief problem is that of time. It is a common complaint that the end of afternoon school is not the ideal time for critical and creative thoughts and obtaining absence during the working day is never easy, despite sympathetic heads. A lack of adequate secretarial help creates its own difficulties when the need for professionally produced resources are required. At a time of severe economic restraint these personal grumbles become magnified. These critical comments

should not obscure the value of the work that is being done at present but the Gordian Knot might be cut by proposing a constructive reappraisal of current practice.

The work carried out for the Open University suggests that a useful starting point for innovation begins with teachers having clear ideas about their basic objectives and being familiar with the techniques of evaluation and assessment. Any developments in this area are more likely to succeed if schools take the responsibility for evaluating their own total aims and performance. Even the posing of apparently simple questions about a lesson such as "What do you intend?" "What have pupils gained?" "What will you do, now?" can provide an element of innovation.

Schools which have been using the Schools' Council History Project materials are finding that they are reappraising their curriculum aims in the lower school and Sixth Form. Current pressures question the role of history as a subject worthy of serious study, in a technological society, at a time of economic difficulty. The time is perhaps appropriate to think seriously about the nature of history in schools over the coming decade. It may be necessary to have non-histories playing the rôle of devils' advocates in order to provoke a fundamental critique. It would be a pity if these points cannot be answered without questioning a number of accepted assumptions about school organizations. Change in a history curriculum cannot be divorced from the totality of school aims.

In a more perfect world, each school might establish a department of assessment and performance which would feed into subject area information on curriculum matters and call for a certain standard of philosophy of the institution. It is axiomatic that more time will have to be devoted to enable teachers to participate fully in this approach. Additional help in the management of resources might come from what is trained but unemployed teachers. The help of outside agencies such as the subject committees of examination boards and the history department working closely with teachers can provide a necessary catalyst.

It is recognized that the task of getting curriculum implemented is not an easy one. The experience of the Sheffield History Curriculum Group has just touched upon the periphery of these practical constraints on the curriculum. The inadequacy in the philosophy of history teaching must be linked with changes in the management of curriculum development if we are to progress beyond the present amateur nature of a teacher-organized curriculum.

Nicholas J. Tyldesley is Head of History, Thornbridge School, Sheffield and Secretary, Sheffield Local Curriculum Group. The views expressed are his own and do not necessarily reflect the opinions of colleagues or the policy of the Authority.

VISUAL SHOCK

By Robert Unwin

What has a televised programme of this year's world cup for children to do in common with the films *Rio Lobo* and *Detour to Terror*? On Monday, May 5, at about 7.30 pm, all three were interrupted to provide live coverage of the decisive moments of the Iranian Embassy siege to which will surely be remembered as the most compulsive viewing of 1980. Two weeks earlier, the morning radio programmes had been interrupted to bring reports of the unexpected attempt to rescue the American hostages.

Given the importance of recording that which "now" but will inevitably become part of "history", what pedagogical lessons can be drawn from these insights into the high-speed information technologies of the global village? Experience suggests that encounters with the unexpected, either directly or perceived secondhand, prompt inquiry and provide a springboard for hypothesis construction and the search for evidence to test possible explanations.

At Prince's Gate, and following the fashion of the 1970s, was heightened as the province of camera and commentator were punctuated by continual questioning and the processes of reportage stood revealed. Within hours, the evidence of the audio-visual media had been supplemented by still photographs, printed primary record and secondary analysis.

By studying a variety of media, it is hoped that children in the middle and upper years of schooling will gradually become aware of the possibilities and limitations of each. This for the pre-photographic period it is necessary when looking at a depiction of a crowd scene to take into account both the language of the artist and the limitations of the medium. For example, in an engraving of Peterloo (Illustration 1), did the illustrator intend to show the course of events—in which case the representation will remain more than one moment of time, sequentially and simultaneously portrayed; or was it a "summing up" approach used, looking at an "event" dimension?

Whereas visual reportage in the photographic age might seem to provide images of "the truth", it can be demonstrated that the manipulation of the medium is as old as photography itself. Mathew Brady might dub the camera "the eye of history" but by the time of the American Civil War photography was already learning to lie; while Dr. Barnardo's "before" and "after" photographs of London urchins led to a cause célèbre centred on "artistic fiction" that is still relevant today.

The many facets of the still photograph (Illustrations II and III) as well as the possibilities of being deceived by cropping, staging, montage or composites are well illustrated in Harold Evans's *Pictures on a Page*. Looking at examples of these techniques may encourage children to consider one of the most crucial questions to the study of history, to inquire of evidence "is it true?"

If we are concerned to educate pupils not to believe all that they read, it is equally important to demonstrate that they should not always believe their eyes or ears. Procedures for examining reportage form and content can be suggested. Is the evidence true, or could it be a fake? Was it commissioned or random? Is the evidence contemporary with the people or events depicted? Who produced the evidence and what was the view-point of the creator? Identification, classification, authenticity, dating and attribution are essential preliminaries before the evidence of reportage content can be accepted.

The core of the problem of visual evidence for the historian is the relationship between those who create and those who perceive, relating visual material to the mental and physical world to which it originally belonged. This can be demonstrated in the history of portraiture, and dramatic results might follow if a picture in the mind of the perceiver proved very different from the pattern produced by the creator. According to Sir Walter Raleigh, portraits of Elizabeth I of which she did not approve, "she



Engraving of Peterloo massacre, August 1819.

knuckled in pieces and cast into the fire"; while in recent times Winston Churchill's dislike of the Graham Sutherland portrait arose largely because it did not meet his expectations of a self-image which had become an international symbol.

A study of a variety of evidence can sometimes indicate the extent to which contemporaries were shocked by the reportage of events. The Indian Mutiny witnessed some of the earliest photographs of human suffering; the shock photographs of the Andersonville camp generated anger against the South in the American Civil War; while Frederic Villier's horrific engraving of the burning of wounded Serbian soldiers contributed to the public outcry against Ottoman atrocities in the Balkans in the 1870s. If contemporaries experienced shock, it is likely that it sparked off questions and the search for explanations with which the historian may attempt to empathise.

The inhumanity of the modern world can still testify the shock experiences of seconds leaving impressions that last a lifetime. Writing *On Photography* Susan Sontag recalled that at the age of 12 she had, by chance, encountered photographs of the Nazi concentration camps:

"Nothing I have seen—in photographs or in real life—ever cut me as sharply, deeply, instantaneously. Indeed, it seems plausible to me to divide my life into two parts, before I saw these photographs, and after, though it was several years before I understood fully what they were about. There are dangers in identifying 'horror shock' with 'reportage shock'. Sometimes sensationalized photographs can offer irrefutable evidence but, even in the case of events of major historical or social concern, there can be no justification in presenting children with horror shock visuals unless they are deemed necessary for full understanding and it would be unwise for the history teacher to compete with the 'disaster' movie. The proliferation of visual media in the past generation may lessen opportunities to shock—the photograph of a Saigon police chief summarily executing a Vietnamese prisoner which stunned the world in 1968 may well have less impact upon children than the 'black and white' visuals which appeared in a recent Sunday supplement showing the 'two-foot' people in Africa.

The asking of questions and hypothesis construction will almost certainly arise as a result of 'reportage shock', which can take many forms. Seen today out of context, travel photographs of nineteenth-century China or Egypt may pass without comment, whereas to contemporaries the subjects sometimes presented had an effect that would make Arthur C. Clarke's 'mysteries' pale into insignificance. The restoration of the context of the age reinvigorates photographs and there are strong arguments for trying to recreate some of the sense of wonder when Victorians looked at remote peoples and lands.

For younger children, the teacher's story—with the unexpected element in the tale—may serve to stimulate inquiry. What fascinated one primary school pupil, noted in *The TES Monday Report*, was life in ancient Egypt, particularly about the judging of the dead in which Jack-o'-lanterns weighed the hearts of the dead against the feathers of the god Anubis. The work of John West of Dudley, using story, two-dimensional visuals and museum artifacts has suggested the importance of the "unexpected" in arousing the curiosity of primary school children. The air of mystery, of a puzzle to be solved, a message to be decoded, has produced an unexpectedly high level of close

observation and deduction.

Trends (1978) Tho "unexpected", by its very nature, will vary from individual to individual and may be found both in the motorols of history and in teaching styles. Successfully identified, it can sharpen awareness and stimulate inquiry. That there are also general educational benefits can be seen from the Monday Report and the lost word can be left with a "consumer".

I think you can learn much easier if you enjoy your work and go to school wondering what the day holds, instead of waking up knowing what will happen every Monday and feeling like going back to sleep.

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extra HISTORY THROUGH COMMERCIALS

By Philip Sauvain

Every history lesson ought to have a commercial break! Advertising means from the past are the very stuff of social history. In Pompeii a scribbled notice on a wall announced that "the Gladiatorial Troop of A. Suetius Certus, Commissioner, will fight on Pompeii on May 31. Hunt and Avings". Other advertisements like this can be seen in Jack Lindsay's fascinating book about Pompeii, *The Writing on the Wall* published by Muller in 1960.

If only we could actually hear the street cries of medieval London such as "Ribs of heat and many a pie!" Most of the advertising before the invention of printing was ephemeral and unrecorded, although tantalizing glimpses of the deviousness of traders can be seen in the court records, such as those for the City of London. On November 9, 1363 William Cocke, of Hayes, showed a potential customer a sample of his wheat, "and said that such wheat as that he would not be able to buy at a lower price than 21 pence; whereas on the same servant could have bought such wheat for 18 pence". William Cocke was sent to the mill for an offence with echoes of the Trade Description Act.

Historians of advertising are on a sure ground in the years following Caxton. Andrew Wynter chronicled many early commercials in the *Quarterly Review* in 1855 (reprinted in his *Curiosities of Civilization* in 1869). A more accessible survey by Penguin was *The Shocking History of Advertising* in 1965. One early advertisement quoted by both authors featured that excellent drink "called by the Chinese *Techu*, by other Nations *Tay*, also *Tee*", an advertisement by the *Sultana* Fleet Coffee House on September 30, 1658.

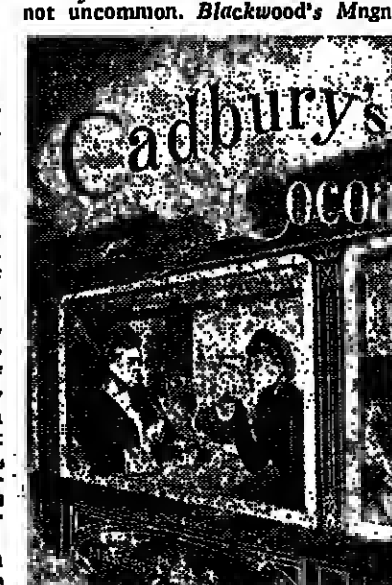
How appropriate too, that even in the infancy of advertising there should be this 1660 "puff" by Robert Turner, Gentleman, for his "Most Excellent and Approved Dentifrice to scour and cleanse the Teeth, making them white as Ivory, preserves from the Toothach; so that, being constantly used, the parties using it are never troubled with the Toothach; It fastens the Teeth, sweetens the Breath, and preserves the Gums".

The proliferation of advertising evoked complaints long before those of the present day. Andrew Wynter talked of advertisements "which now overflow into our omnibuses, nurseries, our railway carriages, and our steamboats". In 1855 Madame Tussaud paid over £1,000 a year to the *Atlas Omnibus Company* alone "for the privilege of posting her bills in their vehicles". Advertisements were everywhere. "They are linked upon the pavement, painted in large letters under the arches of the bridges and on every dead wall."

A single issue of *The Times* from May 24, 1855, no less than 2,576 separate advertisements.

ments featuring 129 ships, 429 servants, 136 auctioneers, 195 new books, 378 properties, 144 lodging houses and 144 teachers, while the "hair, the skin, the feet, the teeth, and the inward man are offered the kind attention of 36 remedies who possess infallible remedies for all the ills that flesh is heir to."

Advertisements like these help to bring history alive in the classroom. Not only do they provide details of changing fashions, prices, methods of transport and jobs, they also throw light on the attitudes and moods of our forebears. In 1722 a newspaper advertisement noted that Hannah Hyfield had been challenged to a boxing match with Elizabeth Wilkinson of Clerkenwell. Hannah, anticipating the antics of "the Louvillois Lip", said she would give her opponent "more blows than words" - she may expect a good thumping. Lonely Hearts advertisements were not uncommon. *Blackwood's Magazine*



Queen Victoria enjoying a cup of Cadbury's Cocoa, from *The Illustrated Sporting and Dramatic News* 1884.

zine carried a "Matrimonial Advertisement" from "a 45-year-old widower addressed to all unmarried women. 'A good strong woman would be preferred, who would take care of the pig'."

The ethics of advertising were still in their infancy. An advertisement in *The Illustrated Sporting and Dramatic News* in 1884 showed Queen Victoria enjoying a cup of Cadbury's Cocoa in the Royal Train. In 1892 the nation mourned the death from influenza of the Duke of Clarence, elder son of Edward Prince of Wales and Princess Alexandra. Yet in the January 23 issue of *The Illustrated London News*, which carried full details of the tragedy, the proprietors of the Catholic Smoke Ball Company took a full page advertisement to promote readers that their Cerbolic Smoke Ball would "positively cure" influenza in 24 hours and quoted testimonials from the Bishop of London, Mrs Gladstone and the Duke of Portland. No less than 11 other dukes were mentioned to drive home the message. "So confident were the manufacturers that they offered £100 reward to anyone contracting influenza after using their product."

In the nineteenth century a hypochondriac could hardly miss the advertisements for Thomas Holloway's "all powerful pills" which were sold to be "a certain cure for coughs and colds" and "the best remedy known for the cure of asthma, blotches on the skin, constipation, consumption, dysentery, gout, indigestion, jaundice, lumbago, piles, rheumatism, scrofula and ulcers among many other complaints. Holloway spent £50,000 in research and his products in the early 1880s and used part of his profits to endow Royal Holloway College for Ladies.

Finding advertisements like these for 185 is not always easy. Original or facsimile copies of old newspapers and the world of the early 1880s can be found in second-hand bookshops; they are usually much cheaper than handbills and posters. The *Illustrated London News* in 1884



Bathing beauty 1886. Advertisement from *The Illustrated Sporting and Dramatic News*.

which are much sought after by collectors of printed ephemera. A single issue of *The Times* or *The Illustrated London News* will contain hundreds of advertisements and children will be surprised to see how times, fashions and prices have changed - not always to our disadvantage today. For instance a radio advertised in *Punch* in 1938 cost over £30 when a first class London hotel advertised weekly inclusive terms for £4.20.

Another excellent source is to be found in reprinted guides and directories such as *White's 1851 Directory of Leeds and District* (David and Charles 1969) with 132 pages of advertisements at the back, ranging from those for a weekly newspaper costing 4d (2p) to a year's boarding education costing £35. Best of all are the massive catalogues issued by the big department stores which are available in modern reprints such as *Harrod's Catalogue for 1895* and the *Army and Navy Stores Catalogue for 1907* (both reprinted by David and Charles).

They contain thousands of advertisements and show in a minute detail how the world had lived at the time. By contrast an American reprint of the Sears, Roebuck mail order catalogue for 1908 throws interesting light on American frontier life with its advertisements for guns (34 pages of them), cowboy hats, and a 1908 model Surrey with a fringe on top. Also listed was the potentially lethal Harris twentieth-century railroad attachment which enabled a cyclist to ride at "high speed on railroad tracks".

History peeks, such as the Jackdaw series, sometimes include facsimile copies of old newspapers, and children's topic books and textbooks sometimes contain old street scenes as well, such as those featured in my *Living Educational Book Three* (Euston Publications) where questions invite the child to compare Victorian advertising methods, ethics and prices with those of today.

CURIOS OPTICAL ILLUSION



Expecting advertisement from the makers of Pear's Soap in *The Illustrated London News* in 1884.

LIFTED INTO LIFE

Joyce Challis and Sandra Stephenson describe the history course at the Lee Centre in South London

This article describes the experience of running a ten-session history course at the Lee Community Education Centre in South London. The course was built on the experience of literacy work, which has been a central part of its programme since the Centre began in the early seventies. Its working assumption was that as an outcome of the School of Adult and Social Studies of Goldsmiths' College, the Lee Centre is not only a local community education centre and social club: it's also part of an institution of higher education.

This gave us direct access to resources that not all adult education projects enjoy, as well as a relationship with a variety of local people other than literacy students who would have an interest in the course. We first ran the course in autumn last year, with the title "How it was". We ran it again last summer, and this autumn we used the confidence it has given us to help us mount a year-long "New Horizons" course, similar to the Brighton one featured in "Continuing Education" (November 1979).

From the start, we aimed to involve students actively in two ways. First, we intended to make maximum use of both their own experience and that of their families—drawing, in fact, on the memories of several generations. Second, by deciding to focus study on working class life of the late nineteenth century, the early twentieth century, and making a personal link with the past, we hoped to get across the idea that people are not detached observers of history, but active participants in it. In short, we wanted to stimulate a sense for a subject which is normally experienced as remote and academic.

In canvassing the idea of the course, we discovered that there was a great need felt by people to discover more about the past. Some said that they had been "put off" by the way history had been taught in school. Literacy students confessed to a general alienation from all lessons—because of the feeling of inadequacy which prevented them in the basic skills and gave them. So we felt very strongly that we didn't want to make reading and writing a compulsory pressure on the students.

Once the course began, we read a number of books, which someone always read aloud. As a special feature for a literacy group, but as a natural way for the group to be able to read the same thing together. At the same time, we wanted course members to have something to show for having come to the course. So we decided to give everyone a folder, at the first session, in which they could collect cuttings, and have a comprehensive record of the whole course. At the end of the course, several students told us that they had taken it home to show to their families. One woman took hers to a meeting of the "Ladies' Association" to show people there.

We were nervous about the course, but about whether it could present information in an informal way, but about our own ability (and time) to research and compile it. We, too, had to shed the idea that we had to be "experts". What mattered was to ensure that students felt at ease to question and discuss them: we did a lot of reading, and a lot of discussion among ourselves before

the course began. The resource list we ended up with included the following: (a) plenty of well illustrated books on black loan, mostly from the children's section of public libraries; (b) copies of illustrations and extracts from "classical" literature; (c) *Mary Barton* and *North and South* by Mrs Gaskell; *The Mill on the Floss* by George Eliot; *Hard Times* and *David Copperfield* by Dickens; *Sons and Lovers* by D. H. Lawrence; from social documents (eg, Mayhew, Engels and Booth); and from John Berger's *Ways of Seeing* and Raymond Williams's *The Country and the City*; (d) a selection of coloured prints from the National Gallery, the Science Museum, the London Museum and the Victoria and Albert Museum, as well as from various public and college libraries; (e) slides, film strips, gramophone records and tapes.

We also got a lot of help from the Local History Archives Department of our public library, from local historians and from students of Victoria College and Raymond Williams's *The Country and the City*; (e) a selection of coloured prints from the National Gallery, the Science Museum, the London Museum and the Victoria and Albert Museum, as well as from various public and college libraries; (f) slides, film strips, gramophone records and tapes.

We chose titles for each session of the course both for promotion and also as genuine centres from which to explore changing social values and ideas. They included: "The Family Move" (to cover treatment of the new life in industry experienced by nineteenth century families moving from the countryside); "Prostitution in Victorian Times" (to cover an exploration of the double moral standards prevalent in the nineteenth century); "The Victorian Funeral" (a piece dealing with death, but also reflecting the end of an era); "Oh, What a Lovely War" (examining the life of the family and its new destruction through war); and "The Man Abroad" (a look at British imperialism).

At each session, teaching aids were arranged on tables, on walls, and made generally easily accessible. Song sheets were handed out for the "Victorian Entertainment" session to accompany tapes. Contemporary posters were displayed with pictures, postcards and facsimiles of official documents. Recorded music accompanied the session. Oh, What a Lovely War! was sung by the students. The local history society provided us with maps and guides, and two walks were arranged on two different evenings. One of the tutors took a camera, and slides of the places and items photographed formed the basis of more discussion. What surprised us more than anything else, once the course began, was the enthusiasm. "I have never laughed so much in all my life. I've really enjoyed myself tonight." This somewhat unorthodox appreciation from a very shy and isolated older man at least assured us of the novelty of our approach. But how much "history" was

getting across? A comment from one student that "It really makes you think about how things of today have come about", and similar remarks made by others throughout the course encouraged us to be confident that the subject matter itself had struck roots in people's imaginations.

The ages of the students ranged from 20 to over 65; and it was interesting to observe how different generations reacted to the material. Younger people were fascinated by the personal recollections and reports of older students. Older students were delighted to match hard historical fact with their own experience. In spite of age differences, all the students shared a common experience of a formal education that had stopped at elementary level.

We had decided not to make it a condition of the course that students came to all sessions. As it turned out, some students only attended one or two, and class sizes ranged from four to nineteen. This could have made for difficulties, but for the fact that we had a nucleus of about eight people who came to nearly every session, and got to feel at ease with each other about joining together in song from the Victorian music hall that expressed so much about the popular values of the period.

Maps, books, and artifacts were brought in from home; stories and anecdotes from their own and grand-parents' past, suddenly discovered to be "history", were related at every session; so that, at the last session, which had the flavour of a celebration, there was an informal gathering together in song from the Victorian music hall that expressed so much about the popular values of the period.

We were lucky to have the experience of a dockers' wife, herself a Londoner, with a wealth of information about her parents' and grand-parents' past, whose husband's family had been on the Thames for many generations. In the session "Upstairs, Downstairs", another student regaled us with stories of her years in service. "The Englishman Abroad" (a look at British imperialism), was tutored by a Post Office worker, grandson of a former slave.

One disappointment, though, was that apart from the two walks, we were unable to go outside the Centre. Since the flexible and lively nature of the course, we had promised to the students. Most of them had little time to spare over and above the two-hour weekly session, and it seemed too difficult to arrange a time when all were free. Since the course tutor was also restricted as a part-time teacher. We became aware that we had tried to cover a very large area, and felt under pressure to "get it all in". By what we did achieve was a flexible and lively presentation. For some students, particularly those who attended all sessions, we hope that the "integrated" nature of the course, which tried to present music, art, architecture, literature and social and political movements as one whole expression of past culture, helped to project a more coherent picture of our recent past. More important, history had been lifted off the page and into the lives of the students.

genetrical design. The origins of gardens are eclectic. From medieval times our very varied English styles have been constantly influenced, from abroad, their design cross-fertilized with the other arts, painting, poetry and music, as well as by horticulture, medicine and botany. By pioneering plant hunters like Tredescand and the enthusiasm of men who cultivated and experimented with new material. But gardens must be seen in order to understand what William Kent called the genius of the place, and to realize how the natural environment has been manipulated. Since garden design is more truly an art, architecture, their study is an emotionally aesthetic experience.

continued overleaf

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talkback

Make practice perfect

Jude Collins

Every year, students in educational training institutions undergo a seasonal change. Its signs are quite dramatic: lassitude falls away, glazed eyes brighten and even rote pedagogic conversation bustles out like bristling porcupine. One is cleared for the best they can offer. It's teaching practice time again.

Rather than simply stand back and marvel, we might ask ourselves "Why?" Why do students who skip lectures and nod through seminars become thus transformed? One answer is obvious: a shift in the centre of learning gravity. From being by and large spectators, comfortable in their sheltered seat of knowledge, students are forced to find their feet in a real world where they must create the environment

and where mistakes bring immediate and sometimes chastening results.

Teaching practice reminds the student what he plans to do with his life. In the day-to-day routine of lectures and libraries and essays, the routinization that all this is moving towards a careful of home-work and chalk-dust and live, wriggling children can be forgotten. "This is what it will be like," teaching practice says, and to their last, ing credits most students thrill rather than wilt before the prospect.

Given this, what can be done to make teaching practice as informing as well as a vivid experience? Perhaps we could begin by reviewing the time scale and pattern of student work in the schools. For most colleges of education at present, teaching practice is the thin office of meat between two hefty chunks of college-based instruction.

If they really believe that practice is vital to this preparation as a teacher, and they say they do, then it would seem reasonable that the authorities provide something more than a bare 20 per cent of

the academic year, in most cases, for what students agree is the year's most important element.

Greater efforts might also be made to integrate theory and practice by having them occur side by side rather than end-on as at present. The idea adopted by some colleges of one day a week in the classroom has its dangers—not least boredom—but it is a start towards unified teacher training experience. If further efforts are made along similar lines, who knows? The classroom teacher of the future might emerge with less heavy scorn for all things theoretical than his counterpart today.

Attention could be given to the benefits of enlisting the insights of the class teachers. Too often the regular teacher is a friendly body making out of the classroom as the college supervisor is moving in, with comment confined to "He's doing OK" or "She's got a bit to learn about discipline, if you ask me".

Even more damaging than such benign neglect is when a young teacher's idealism and energy collide with the cynicism of one of those horn-hounded men who have been

teaching for a long time. Supervisors and college authorities should take steps to eliminate or at least deflect such baleful influences.

Pupils, too, should be involved in the feedback process, not only so that the student teacher has more information about what has or has not been achieved, but so that pupil involvement in evaluation, whether (as in this instance) of the teacher or themselves, may come to be seen as part of the natural order of things.

Above all, teaching practice has to be seen as a means to an end, not an end in itself. Lecturers in teacher training institutions: people tend to teach as they were taught. The information amassed over hundreds of lectures may be jettisoned as soon as the relevant exams are completed, but the lecturing method and its implications linger on. It is hard to see knowledge in any other light than as a transferrable commodity if all through your training years your instructors have been treating it as such.

Integrated skiing

Peter Lawson

The United Nations has designated 1981 as the Year of the Disabled and doubtless this year will see many campaigns, schemes and opportunities put forward, all designed to help handicapped and disabled people. It is essential that help or aid, when provided, is given without condescension, without that sense of "doing good" which carries with it overtones of patronage.

The handicapped, regardless of the nature of their disability, suffer from an innate revulsion by many "normal" people. People will give, often very readily and generously, but they do not want to come into any kind of contact with those to whom they are giving money.

Perhaps our education system has neglected the problem of understanding and integration of the handicapped and disabled. As experiment carried out by the young people has achieved a very ordinary and simple way to overcome this problem of integration, it is worth looking at some extent at least, in this context.

Larkfield Hall is a special school which caters for the mentally handicapped on a residential basis. The school for Boys and Girls School are single sex secondary schools in the London Borough of Bromley. The head teacher of the three schools jointly agreed that four pupils from Larkfield and 50 school children aged between 10 and 18 from Kentwood and Rockhill Schools to go on a school holiday to the Larkfield house. The parents were informed of this and at no time were any doubts expressed.

In the event there were 40 boys and 10 girls from Kentwood and Rockhill schools and 40 pupils from Larkfield. The difference between the two groups was that the Larkfield pupils were handicapped and the Kentwood and Rockhill pupils were not.

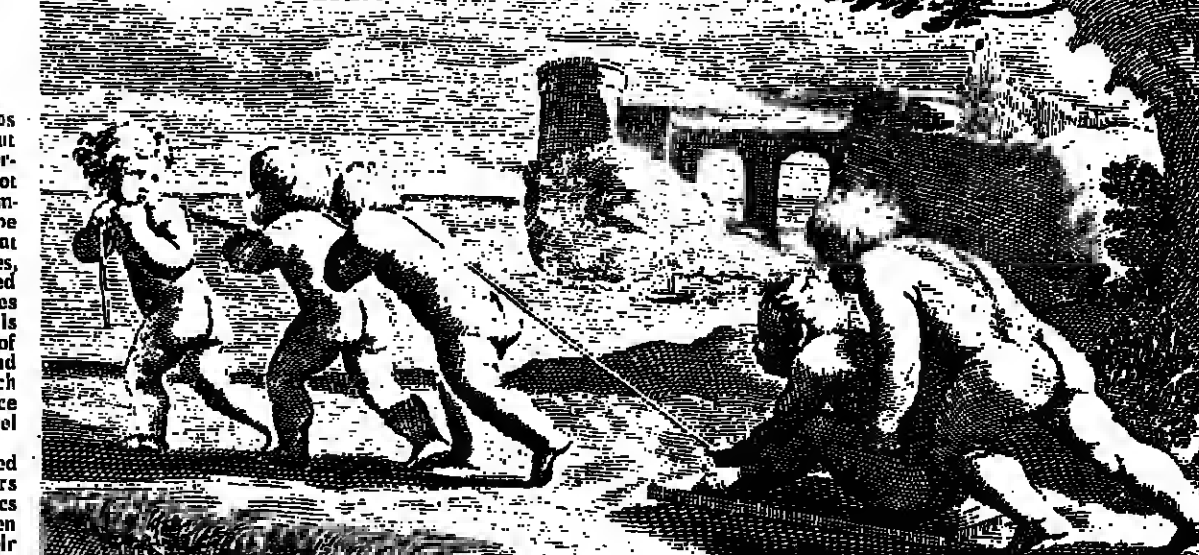
Of course they did not perceive differences, but this was valuable in that they were able to learn from each other. The boys and girls from Kentwood and Rockhill schools were very much interested in the differences between the two groups. The Larkfield pupils were very much interested in the differences between the two groups.

Childhood's pattern

Marion Glastonbury considers the meaning of toys

Karl Marx once observed that, at Christmas time, even Marxists are made to feel like a cosmic way. "Does not the true character of every epoch come alive in the lives of its children?"

The bulges in the stockings which are so much a part of the Christmas scene are a reminder of the past and of the future. The bulges in the stockings which are so much a part of the Christmas scene are a reminder of the past and of the future.



The sledge: an illustration from a Unesco document on "The Child and Play".

back? Dummies are rare where babies are bristled at demand. In tribal villages, even toddlers participate in adult tasks, acquiring the tools of the peasant and the artisan by using real tools, not miniature substitutes. I think there is a risk of idealizing this pro-industrial fusion of work and play, and of sentimentalizing the benefits of the family economy. Is the small son of an itinerant scrap-dealer more meaningfully engaged in heaving junk than he would be in constructing a Lego model?

Complex communities cannot abolish age-segregation and integrate the day of the breadwinners and their dependants; even if we could, it would be a retrograde step. It is precisely the freedom from economic necessity and the corresponding imaginative plenitude of play that constitutes what Philippe Ariès calls "the status of the specialized child"—a privilege accorded first and most completely to boys.

When girls are invited to undertake domestic chores "just like Mummy", the utopian offer of half-sized irons, cookers, vacuum cleaners—supply no scope for the management, matching and manipulation which are implicit in the public character of the boys' equivalent: toy soldiers, model railways, garages and race tracks. While boys explore an expanding range of possibilities, girls serve a brief, narrow, private apprenticeship. In countries where resources are scarce and leisure a rare luxury, girls are kept constantly busy, spinning, weaving, plaiting rushes, making baskets. Their only respite is playing shoo-baa. "I fetch grass leaves to be vegetables, round pebbles for

tomatoes, and big stones for cabbages", writes a girl in Madagascar. "I write the price on bits of cardboard, and I put one in front of each pile. Then I sell them." Brughel the Elder depicted similar preparations in 1560, and the pointing "Young Folk at Play" also included a girl balancing a broom vertically on her finger. What else is a broom good for?

Meanwhile the exclusively masculine games described by United Nations informants were formerly associated with initiation rituals, and where these practices have longed adolescents escape the ordeal but still get the presents; spears and bows and arrows for hunting; canoes and rafts for fishing. Young Egyptians hold spear-throwing contests on the beach; shape coconut shells with flints for target-practice; whip up to this river to encourage the salmon to spawn. The energy expended in these pursuits and the spirit of emulation among comrades, as they wrestle with the force and substance of their surroundings, contrast sharply with the sedentary, solitary, enclosed amusements that exemplify Western power and progress for the same age-group. Just as the production line of a factory subjects workers to the deadening rhythm of the machine, an electronic games reduce the faculties of children to the automatic spring of a single coin, the rushed button, the flicked switch. The more complex the circuit, the less is required of the operator, and the more remote his control.

It seems ironic that the car, which has pre-empted the urban child's natural play-space—the streets—should have created so many toys to his own image. Childhood is evidently doing its best to prove George Orwell right in his prediction for 1984: "Nearly all children nowadays were horrible. It was almost normal for people over 30 to be frightened of their children." The Big Names that the Kids ask for, according to the industry's slogan, are currently buying five million pounds' worth of television advertising time to exert irresistible pressure on our purses, by getting our sons and daughters to twist our arms.

Meanwhile, throughout the year, homeworkers surrounded by cardboard boxes which leave their children a little room to move, have been selling tennis balls, varnishing fishing rods, plaiting miniature foot-balls and binding game-boards for piece-cakes which amount to a few pence an hour. Perhaps it was a dreary little room in the marriage industry who inscribed the motto in a Christmas cracker, which was read out at our festive board last year by a hesitant and wide-eyed six-year-old: "We are born crying, we live complaining and we die disappointed."

God bless us, every one!

Bring back botany

Eric Fenton

Whatever happened to botany? There is no doubt that my subject is dying on its feet. At intervals headmasters tend to appoint zoologists or biochemists, the latter requiring considerable inservice training before they can be let loose on a traditional A level syllabus. Most examiners of sixth form biology are zoologists so that they tend to approach the plant cybebus hesitantly. In recent years biochemistry and physiology have come to the fore. This is all to the good, and of course pupils should be concerned in these two very important fields.

By contrast systematic botany has become a Cinderella topic. Most biologists see it as a dull collection of facts instead of an exciting insight into the way in which plant evolution has come about. Despite assurances to the contrary Nuffield a level is a dismal failure, the examination being set annually by less than 25 per cent of all A level biology candidates. Dequils Marshall of the ILEA inspectorate may do something to revive interest in skill-based learning with his new A level biology scheme. However, over the last decade there have been many such attempts.

Misleading information

Judy Clark

Susan Woods

We have looked at a number of popular information books for children of all ages dealing with energy and technology. What sort of information are children getting—and let that all they are getting?

It might be imagined that information books contain facts. They do—but the knowledge is on the whole circumscribed by a fairly limited set of values, which determine not only the subject matter but also how it is dealt with.

Some books devote themselves to particular technologies and their products, others celebrate the activities and way of life that accompany their use: how we live, what we do; how we produce our food, the work we do, the resources we use and how we acquire them, the products we make, and the way we distribute them. But there is a failure to distinguish between the principles of a particular technology, its applications, and the products and results of its use.

Children's minds are captured and their imagination blinded by values of conquest, control, power, gigant-

ism, destruction, speed, organization, automation, acceptance, consumption, ease and instant gratification. Children need to understand their "everyday" environment, but the way we lead our lives is seen as a fixed unalterable arrangement.

Having delineated a narrow materialistic picture of the way "we" live, the applications and products of technology become a necessary adjunct to the maintenance and advances of the given model. That these applications and their products must be beneficial becomes a value in itself.

The wider implications, the advantages and disadvantages of particular technologies and their products, ideas about what is most appropriate, what is most effective, what is necessary, and the criteria by which these concepts may be tested, are totally ignored.

A simple dichotomy is presented—either the centralized, high technology, urban consumer society or isolated rural poverty.

Our low energy consuming forebears were primitive and those societies which have not attained Western standards of living do not consume vast amounts of energy are also primitive—they haven't reached the height of civilization. (The word civilized is now apparently synonymous with "technological advance" "high energy consuming" and "materialistic".) The Third World must aspire to the specific production/consumption

patterns of those who have the purchasing power in highly industrialized countries. That this may not be appropriate for them is not considered.

Information about communal, co-operative, indigenous, decentralized and small-scale structures, alternative and appropriate technologies, whether in the West or the developing countries, is lacking; where alternative technologies are outlined it is only in order to dismiss them.

Many of these books are written by apocryphalists while less expert authors usually acknowledge specialist help—often drawn from industry, big business, and Government. The authors' opinions, reinforced by their "expert" status, take on the guise of facts.

A nuclear reactor is a place where atoms are split to release energy (fact) is on a par with "As yet we have no other than nuclear dependable source of energy to turn to" (opinion). No attempt is made to back up information, sources are not cited. Even the "facts" warrant appraisal: misleading and incorrect information occurs more frequently than it should, particularly in books for young children.

Judy Clark is a freelance writer and former primary school teacher. Susan Woods has taught in primary and secondary schools, and social studies in a college of higher education.

Technology for all

Jane Jessel

The *Salon de l'Enfance, de la Jeunesse, des Sports et des Loisirs* in Paris is just one indication of the French Government's commitment to modern technological education. It is held annually under the patronage of five government ministries, with the participation of many national organizations and private companies. It is hard to imagine such an occasion in Britain.

At the 33rd salon this year activities catered for all ages and dispositions—from toddlers earnestly scribbling pictures in one corner, to teenagers experimenting with advanced scientific equipment. France has enthusiastically accepted the challenge of new technologies, and the French Government is determined that the next generation will be fully conversant with this progress. Its educational policy includes a programme which will install 10 thousand micro computers in French lycées by 1986, and a report submitted in October to President Giscard d'Estaing recommends that computer programming and data processing should be taught to all pupils as widely as any other subject.

Reflecting the Government's commitment, the salon offered many opportunities among its stands for children to familiarize themselves with the latest computer developments. Stato and privata industry—



including the gas and electricity boards, telecommunications network, the national geographical institute, a railway museum and the Peugeot car firm—displayed up-to-date equipment, much of which the children could actually operate. They could, for instance, use modern techniques to draw a map, "drive" a high speed train, experiment with levers and learn how to conserve energy.

For the interest of parents as well as children, information stalls were set up by organizations devoted to such campaigns as donation of vital organs, physical and health education, mouth hygiene, road safety, anti-cancer. Others were supposed to speak for women, the family, students, refugees and other minority groups.

Everyone seemed to have a good time. At two young computer workers particularly pleased with pictures they had made by machine. They chose the colour and as they pushed the buttons, paint was slapped on to the canvas at high speed to make unique designs.

They did not try the rock-climbing, parachuting, trampoline or poney rides (the queues were too long). They considered a bargain comic books and stickers at £1 each, mostly based on television characters and valued at 25p. No doubt the publishers would have been pleased too, to have introduced a few thousand children to their products so easily.

Jane Jessel reports on education from Paris.

Peter Lawson is general secretary of the Central Council of the Recreation.

A curricular base for international understanding

The Jordanhill Project in International Understanding has recently published its first materials. O. J. Dunlop describes the background

Education for international understanding is the historic phrase used by the United Nations Educational, Scientific and Cultural Organization. Its origins are in the post-war period, and its development has been a process of international understanding in a variety of educational contexts and in different parts of the world.

The boys from Larkfield were not only in physical fitness, but they had special skills because of their particular problems. In all other respects, they were no different from the other pupils in the school. The group were very much interested in the differences between the two groups. The Larkfield pupils were very much interested in the differences between the two groups.

nor are the statements on the need for international understanding. It is the historic phrase used by the United Nations Educational, Scientific and Cultural Organization. Its origins are in the post-war period, and its development has been a process of international understanding in a variety of educational contexts and in different parts of the world.

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Characters from a radio programme and simulation on development in the Third World.

Jordanhill College of Education designed and initiated an in-service project for selected secondary schools in Strathclyde Region. Key ingredients for innovation from the time the Unesco Recommendation was published and circulated were:

- The cooperation of a large, autonomous institution running a wide range of professional courses with its local education authority;
- Support from the top: both from the Scottish Education Department, and from the funding body, the former Ministry of Overseas Development, which had established the Development Education Fund.

The essence of the subject Modern Studies, which is unique to the Scottish education system and was eminently suited to tackle the issues. It is a multi-disciplinary study of contemporary society, and it achieved original, good state, just before the project got underway. Postgraduate teacher training colleges such as Jordanhill were able to give assurance of the professional competence of Modern Studies teachers, to handle economic, political and other, often controversial, social issues in the classroom.

A group of young, innovative, motivated teachers who recognized the importance of their pupils and their subject, the work they were to do voluntarily.

• Commitment to the ideal of education for international understanding.

standing by a group of staff of Jordanhill College itself. These included graphic designers, A/V technicians, typists and lecturers. Three closed circuit television programmes have been made, covering the project in practice, and a fourth on evaluation is due to be edited soon. This material has attracted the attention of outside bodies such as the BBC, the New York State Board of Education, the Council of Europe, Unicef and, perhaps predictably, of Unesco itself. The pace of the project is accelerating.

The first materials are designed with two target groups in mind. These are: pupils of above average ability who are taking a SCE O grade course in Modern Studies, and junior, mixed ability pupils. Most of the senior level materials are designed as the Special Study component of the O grade syllabus, which is assessed in school. Topics such as Apartheid, Interdependence, The Emergent Nation, South Africa, and Conflict are currently in production.

A range of materials for secondary pupils of the O grade syllabus is being planned, and we are some approaches to education for international understanding in the primary school.

O. J. Dunlop is Senior Lecturer and Director of the Jordanhill Project in International Understanding.

endpage

Eric Fenton is head of science at Feltham School, Middlesex.

Secondary Education

Headships

HANTS HANTS WOOD SCHOOL, Hants. (11-16 Comprehensive) Headship. Applications invited for the post of Headship. Details available from the Director of Education, Hants. 1981.

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LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated—Closing date for receipt of applications is 19th December, 1980.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from and should be returned to the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AB.

For other posts in secondary and high schools, applications by letter should be made to the Headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence. Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

PRIMARY SCHOOLS HEADSHIP (Group 4)

E.1042 HARTFORTH ABERFORD ROAD INFANT SCHOOL (No. 14 on roll: 120) (5-7 years). Telephone: 233500. Headship. Details available from the Director of Education, Leeds. 1981.

MIDDLE SCHOOLS HEADSHIP (Group 6)

N.W.1063 THIRFIELD MIDDLE SCHOOL (No. on roll: 222; 6-13 years). Telephone: 233500. Headship. Details available from the Director of Education, Leeds. 1981.

HIGH/SECONDARY SCHOOLS SCALE 3 POST

E.1044 JOHN SMYTHON HIGH SCHOOL (No. on roll: 1,198; 11-18 years). Telephone: 233500. Headship. Details available from the Director of Education, Leeds. 1981.

METROPOLITAN BOROUGH OF ROCHDALE

EDUCATION DEPARTMENT

MIDDLE DURNFORD HIGH SCHOOL (11-14). Headship. Details available from the Director of Education, Rochdale. 1981.

Science Scale 1 To Head Middle School (11-14). Details available from the Director of Education, Rochdale. 1981.

1. Temporary Mathematics, Scale 1 For 6-11 years. Details available from the Director of Education, Rochdale. 1981.

2. Temporary Girls P.E., Scale 1 For 11-18 years. Details available from the Director of Education, Rochdale. 1981.

SECONDARY Outer Hill (11-18). Headship. Details available from the Director of Education, Rochdale. 1981.

English, Scale 1 For 11-18 years. Details available from the Director of Education, Rochdale. 1981.

OXFORD OXFORD JUNIOR SCHOOL, Oxford. Headship. Details available from the Director of Education, Oxford. 1981.

SANDWELL SANDWELL HIGH SCHOOL, Sandwell. Headship. Details available from the Director of Education, Sandwell. 1981.

LEICESTERSHIRE LEICESTERSHIRE COUNTY COUNCIL, Leicester. Headship. Details available from the Director of Education, Leicester. 1981.

Deputy Headships Senior Masters/Mistresses Details available from the Director of Education, Leicester. 1981.

BARNESLEY BARNESLEY BOROUGH, Barnsley. Headship. Details available from the Director of Education, Barnsley. 1981.

Remedial Posts Details available from the Director of Education, Barnsley. 1981.

Other Posts on Scale 2 and above Details available from the Director of Education, Barnsley. 1981.

BUCKINGHAMSHIRE BUCKINGHAMSHIRE COUNTY COUNCIL, Buckingham. Headship. Details available from the Director of Education, Buckingham. 1981.

Scale 1 Posts Details available from the Director of Education, Buckingham. 1981.

BARKING AND DAGENHAM BARKING AND DAGENHAM BOROUGH, Barking. Headship. Details available from the Director of Education, Barking. 1981.

BUCKINGHAMSHIRE BUCKINGHAMSHIRE COUNTY COUNCIL, Buckingham. Headship. Details available from the Director of Education, Buckingham. 1981.

Scale 1 Posts Details available from the Director of Education, Buckingham. 1981.

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EAST SUSSEX EAST SUSSEX COUNTY COUNCIL, Brighton. Headship. Details available from the Director of Education, Brighton. 1981.

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Leicestershire

LEICESTER HAMILTON SCHOOL (11-16 COMPREHENSIVE SCHOOL)

Group 11 HEADSHIP

Headmaster/Headmistress required April, 1981, for this well-established school of about 1,200 boys and girls. The post offers fine opportunities for someone with energy, ideas and imagination, and a concern for the educational needs of the individual pupil. Vacancy on retirement.

Details on request (S.A.E.).

Apply (no forms), with full particulars and names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by December 17.

Cardinal Newman School, Hove EAST SUSSEX

Applications from practising Roman Catholics are invited for the Headship from May 1, 1981, of this Group 13 Coeducational Roman Catholic Aided Comprehensive School, for pupils aged 11 to 18 (250 in sixth form). The present Headmaster has been appointed as Chief Inspector in another Authority.

Application forms and further details obtainable on receipt of S.A.E. from the Clerk to the Governors, care of Education Department, PO Box 4, County Hall, Lewes BN7 1SG, to whom completed forms should be returned by December 31, 1980.

BEXLEY LONDON BOROUGH Bexley Technical High School for Girls Bexleyheath

Head Teacher GROUP 10

Applications are invited from suitably experienced teachers for the post of Head Teacher. Appointment to commence 1st September 1981. The 5-6 form entry. Selective School has a roll of 900 including 180 in the Sixth Form.

The post, which will become vacant owing to the retirement of the present holder, offers a challenging and rewarding opportunity to the applicant with appropriate experience. The school includes good academic qualifications, varied teaching experience and an ability to demonstrate a record of achievement in senior school management.

S.A.E. 2488. Assistance with removal expenses, legal fees and other expenses can be considered. Application forms and further details available from Chief Education Officer for Schools (15), Town Hall, Orayford, Kent DA1 4EN (enclosing leaflet) to whom they should be returned by 19th December.

HEADSHIPS

NORTH EAST ESSEX AREA—Re-advertisement

THURSTABLE SCHOOL, Maypole Road, Tiptree Colchester (Sch. 1,049) GROUP 10 For April, 1981. Previous applicants will be re-considered. Closing date: 2nd January, 1981.

NORTH WEST AREA NEWPORT FREE GRAMMAR SCHOOL, Newport Sefton Walsen CB11 STR. Voluntary Controlled School, Group 10, Roll 738 For September, 1981.

Please note, post previously advertised "for April 1981 should now read "for September, 1981". Closing date: 18th December. For both posts application forms and details from (enclosed S.A.E. required). County Education Officer, Thrednaddie House, Market Road, Chelmsford.

ESSEX

SECONDARY continued

Commercial Subjects

Scale 1 Posts

BANKING AND DAGENHAM BANKING AND DAGENHAM BOROUGH, Dagenham. Headship. Details available from the Director of Education, Dagenham. 1981.

Scale 1 Posts Details available from the Director of Education, Dagenham. 1981.

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BANKING AND DAGENHAM BANKING AND DAGENHAM BOROUGH, Dagenham. Headship. Details available from the Director of Education

CROYDON COLLEGE

Fairfield, Croydon CR9 1DX

Applications are invited from suitably qualified persons for the following posts, duties to commence on 1st January, 1991 or as soon as possible thereafter.

**SCHOOL OF BUSINESS,
MANAGEMENT AND APPLIED SOCIAL STUDIES**

**SENIOR LECTURER—
GENERAL MANAGEMENT SUBJECTS**

The appointment is to play a leading role in the development of general management courses and in particular to be responsible for the Diploma in Management Studies. The salary for the above post is in accordance with the current Burnham Further Education Award, and is as follows:

Senior Lecturer: £9,450-£11,793 based on full Clegg and includes the London Area Allowance. Applications to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience. Further particulars and application form may be obtained from the Vice-Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

The Hatfield Polytechnic

PART-TIME M.A. IN ENGLISH

Literature in Crisis 1890-1930

Applications are invited for this three-year course commencing in February 1981. The course is designed to explore the relation of modern literature to its world, focusing on the concept of crises in society, consciousness and artistic expression, and including a study of literature and the Great War. Attendance will be on one evening a week during term time for two years and one weekend conference per year. In the third year students will write a dissertation under supervision. Applicants should normally have a good Honours Degree in English, but exceptional cases will be considered on their merits.

For further details and application forms write to Dr. Dennis Brown, School of Humanities, The Hatfield Polytechnic, P.O. Box 100, Hatfield, Herts AL10 9AB; or telephone Hatfield 66100, extension 223.

CANTERBURY CHRIST CHURCH COLLEGE OF HIGHER EDUCATION

**Lecturer II/
Senior Lecturer
in Education
(Curriculum Studies)**

Applicants must be well qualified and able to contribute to the work of the Education Department, with particular reference to the Curriculum Studies component of the M.A. in Education and the initial and in-service B.Ed. degrees.

Salary: Lecturer II/Senior Lecturer £6,012-£11,296 p.a.

For further details please write to Mrs. Jean Long, Principal's Secretary, to whom applications should be sent not later than 5 January, 1981.

SENIOR HOUSE PARENT

WOKING

£5,784-£8,861 (PAY AWARD PENDING)
Kinson is a large community home with education on the premises, which accommodates 80 boys aged 12-16 years, in five house units. You would be a senior member of a team of residential workers. If you think you are ready to accept the challenge, have a positive and enthusiastic approach and are prepared to work as part of a team towards specific objectives, then contact us now. Residential accommodation is available in the form of a three-bedroom semi-detached house for which an annual rent will be charged. If non-resident you will receive £237 p.a. Surrey Allowance. For further details contact the principal, Mr. K. T. S. Nicholson at Kinson, Sandridge, Mayford Green, Woking or telephone Woking 65141. Application forms from Director of Social Services (please quote ref: 80/250/NW), Surrey House, 34 Eden Street, Kingston upon Thames, Surrey. Tel. 01-839 8111, ext. 248.



COLLEGES OF FURTHER EDUCATION Other Appointments continued

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

BURNLEY COLLEGE OF ARTS AND TECHNOLOGY

General Manager

£6,012-£11,296 p.a.

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Colleges and Departments of Art

Other Appointments

LEICESTERSHIRE LOUGHBOROUGH COLLEGE OF ART AND DESIGN

General Manager

£6,012-£11,296 p.a.

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WALSALL

EDUCATION COMMITTEE WALSALL COLLEGE OF ART AND DESIGN

General Manager

£6,012-£11,296 p.a.

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Osmond House, Birmingham

PROJECT WORKER

£4,561-£7,077 p.a. (pay award pending)

The energetic project officer Day Care facilities for non school children in inner city Birmingham.

The Project Worker will need to be committed to the concept of maintaining young people within their families and community.

We are looking for a qualified teacher who will be able to offer our youngsters a number of sessions of mathematics and/or craftwork.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Conditions of service broadly in line with Local Authorities. Transferable pension.

Applications to: Mr. W. W. Baldock, Or. Barnardo's, "Brooklands", Great Cornhill, Halesowen.

Enquiries to: Mr. R. Taylor. Tel: 021-448 2888.



CROWN AND MANOR BOYS' CLUB LONDON, N.1

Applications are invited for the appointment of CLUB LEADER of this vibrant and well established Boys' Club in Holborn, North East London.

The Club offers its membership of over 200 boys a wide range of activities, both to its own purpose built and well equipped buildings, and every from the Club.

The Club Leader will be assisted by a dedicated staff team, consisting of a full-time Deputy Leader, four part-time Assistant Leaders, six ILEA instructors, and several voluntary helpers.

The Club Leader will receive full support from an Involvement Committee which, while relieving the Club Leader of many of the problems of finance and administration, does not interfere in the day to day running of the Club, thereby ensuring that the Club Leader can carry out his/her duties with creativity and initiative.

The Club is affiliated to the N.A.B.C. and the London Federation of Boys' Clubs.

For a complete list of duties, please contact the Club Secretary, Crown and Manor Boys' Club, Wilshire Row, Holborn, London N1.

Further details and Application Forms from the Hon. Secretary, Crown and Manor Boys' Club, Wilshire Row, Holborn, London N1.

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Further details and Application Forms from the Hon. Secretary, Crown and Manor

Principal Educational Adviser

Readvertisement

Burnham Head Teacher Group 2
£14,442-£15,516 plus £759 L.W.

Applications are invited from persons with substantial advisory experience in a local education authority for the key post of Principal Educational Adviser which will become vacant with the retirement of the present post-holder on December 31st, 1980. Applicants should hold an Honours Degree from a British University and should have extensive teaching experience. At Newham you will receive an essential user car allowance and in approved cases a loan to purchase a motor car. Additional benefits include the possibility of assistance with removal expenses, subsistence and travel allowance and a grant of up to £750 towards legal and related costs in connection with house purchase. In appropriate circumstances assistance may be given with housing accommodation.

For further details and an application form please write to the Chief Executive, Town Hall, East Ham E6 2RP or telephone 01-471 0619 (24 hour answering service), quoting reference MS/PEA2. Closing date: December 19th, 1980.

London Borough of NEWHAM

Headmaster

Libya - North Africa

The British School in Tripoli requires a Headmaster who will be actively involved in teaching in addition to his general responsibilities for the educational requirements of the school.

The school is an independent primary school of 130 children who are drawn from the British community. All the teaching staff are qualified. The successful applicant will follow the present Headmaster who retires in July 1981.

Benefits include a salary which allows ample scope for savings, free furnished accommodation, paid leave, return air-ticket to the U.K. for husband and family annually, payment of U.K. superannuation contributions, and an interest free car loan.

Applications quoting reference 4996 including a detailed career history should be sent to: J. D. Atcherley.

AMS

Arthur Young Management Services
P.O. Box 7, 7th Floor, 100, Pall Mall, London SW1Y 5AH

Schoolmistresses Overseas

On behalf of the Royal Dutch/Shell Group of Companies operating in the State of Brunei, Curacao, Gabon, Nigeria, Oman and Sarawak, Shell International Petroleum Company Limited invites applications for the few vacancies expected in their schools in September 1981.

You should be prepared to serve in any of the above countries and must be female, British, single and under 35 with a recognised qualification for teaching (in the 3-11 age range) and a minimum of 3 years' Infant/Junior experience, some recent, in the United Kingdom. The ability to play the piano and to teach French would be an advantage and you should also possess a clean U.K. driving licence. Employment is conditional on obtaining a work permit from the country in question, for which the Company concerned will make application.

Engagement will be on a one-year contract initially, renewable by mutual consent for up to four years. Conditions of service include paid return passages and approximately 40 days home leave each summer. Please write or telephone for an application form to:

Shell International Petroleum Company Limited, Recruitment Division (T13) PNE/L24, Shell Centre, London SE1 7NA, Telephone: 01-934 2471

YOUTH AND COMMUNITY SERVICE continued

NORTHUMBERLAND COUNTY COUNCIL
Hewitt Hill, 100, Northumberland Road, Newcastle NE2 3JH
The County Council is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the County. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

PERIPHERAL YOUTH LEADER
The County Council is seeking applications for the post of Peripheral Youth Leader. The successful candidate will be responsible for the development and delivery of youth and community services in the County. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

SHROPSHIRE COUNTY COUNCIL
The County Council is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the County. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

WILTSHIRE COUNTY COUNCIL
The County Council is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the County. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

SURREY COUNTY COUNCIL
The County Council is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the County. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
The Council is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the City. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

WALSLEY METROPOLITAN DISTRICT COUNCIL
The Council is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the District. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

WALSLEY METROPOLITAN DISTRICT COUNCIL
The Council is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the District. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

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YOUTH LEADER

Required for large Anglo-Jewish Youth Club, West London, to develop and deliver youth and community services. The successful candidate will be responsible for the development and delivery of youth and community services in the Club. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

SWITZERLAND AIGLON COLLEGE
The College is seeking applications for the post of Youth and Community Service Officer. The successful candidate will be responsible for the development and delivery of youth and community services in the College. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

SAUDI ARABIA JUNIOR SCHOOL TEACHER
The Ministry of Education is seeking applications for the post of Junior School Teacher. The successful candidate will be responsible for the teaching of primary school children in Saudi Arabia. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

ITALY INTERNATIONAL SCHOOL OF TRIESTE
The School is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of international school children in Trieste, Italy. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

SOLOMON ISLANDS TEACHER
The Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in the Solomon Islands. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

BUNNIEH U.S.A. WITH BUNACAMP
The Bunnieh U.S.A. is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in Bunnieh, U.S.A. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

SAUDI ARABIA SENIOR TEACHERS OF ENGLISH
The Ministry of Education is seeking applications for the post of Senior Teacher of English. The successful candidate will be responsible for the teaching of English to primary school children in Saudi Arabia. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

HELP YEMEN
The Yemeni Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in Yemen. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

CANARY ISLANDS TEACHER
The Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in the Canary Islands. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

ITALY TEACHER
The Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in Italy. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

SPAIN TEACHER
The Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in Spain. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

ITALY TEACHER
The Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in Italy. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

CHRISTIAN TEACHERS
The Ministry of Education is seeking applications for the post of Christian Teacher. The successful candidate will be responsible for the teaching of primary school children in Christian schools. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

FINLAND TEACHER
The Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in Finland. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

FINLAND TEACHER
The Ministry of Education is seeking applications for the post of Teacher. The successful candidate will be responsible for the teaching of primary school children in Finland. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

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Administration

Local Education Authority

ESSEX OFFICER
The Essex Education Authority is seeking applications for the post of Officer. The successful candidate will be responsible for the administration of the Authority. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

NORTH YORKSHIRE COUNTY COUNCIL
The County Council is seeking applications for the post of Officer. The successful candidate will be responsible for the administration of the County Council. The post is a full-time position and the salary is £14,442-£15,516 plus £759 L.W.

WARRICKSHIRE COUNTY COUNCIL
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General Educational Adviser (Primary)

Salary: £12,162-£13,107 Inc. (Head Teacher Group 8)

We need a well-qualified and experienced man or woman able to undertake a wide range of advisory functions across the First and Middle school stages (3-12 years). You should have substantial and recent teaching experience. Special interest in Mathematics and/or Science would be a strong recommendation.

You will be required to take up the post from 1st April 1981.

Application forms and further particulars available from the Assistant Controller of Education Services (Admin), London Borough of Harrow, P.O. Box 22, Civic Centre, Station Road, Harrow, Middx. HA1 2W, telephone number 01-883 5811, Ext. 2307/8.

To be returned within 14 days of the appearance of the advertisement, quoting reference 159/4602.

Harrow Education

Organiser
ALBERT DAKE CENTRE, WESTERN ROAD, SOUTHALE
Salary AP3 £5,064-£5,613 p.a. Inc.

Come and be an organiser at our 50-places, purpose-built day centre for the physically handicapped and elderly.

We require a bright, enthusiastic and adaptable person with progressive ideas who will be responsible for planning the daily programme which consists of group activities, rehabilitation and craft work.

Experience of the problems confronting the disabled and an ability to relate well with clients is essential. You will be responsible to the Centre Manager for the work of the four instructors and a technician and will deputise for the Manager in his absence.

C.S.S. O.T. diploma or similar qualification is required.

COME AND JOIN OUR TEAM!
For further information ring Dave Dixon on 574 5074. Application forms from Personnel Office, Room A202, Town Hall, Annexe, Ealing, W5 2DY. Tel: 01-878 2444, ext. 3380. Out of hours enquiries: 01-878 1608. Please quote reference No. 4045A. Closing date: 18.12.80.

Ealing
London Borough

Highbury College of Technology

SMITHSONIAN EDUCATION AUTHORITY

Secretary and Clerk to the Governors

Applications invited from experienced and professional qualified senior administrators (preferably in local government) for post of

Secretary and Clerk to the Governors

Further details and application forms from the College Secretary, Portsmouth PO8 2SA (Graham 859191 Ext. 124)

Further details and application forms from the College Secretary, Portsmouth PO8 2SA (Graham 859191 Ext. 124)

STOCKPORT ASSOCIATED EXAMINING BOARD

The main duties of the Board are to examine and award certificates in the subjects of English, Mathematics, Science, History, Geography, Music, Art, and Physical Education. The Board also examines and awards certificates in the subjects of French, German, Italian, Spanish, and Latin. The Board also examines and awards certificates in the subjects of Modern Languages, and in the subjects of the Sciences. The Board also examines and awards certificates in the subjects of the Arts, and in the subjects of the Humanities. The Board also examines and awards certificates in the subjects of the Social Sciences, and in the subjects of the Life Sciences. The Board also examines and awards certificates in the subjects of the Physical Sciences, and in the subjects of the Earth Sciences. The Board also examines and awards certificates in the subjects of the Environmental Sciences, and in the subjects of the Health Sciences. The Board also examines and awards certificates in the subjects of the Agricultural Sciences, and in the subjects of the Veterinary Sciences. The Board also examines and awards certificates in the subjects of the Engineering Sciences, and in the subjects of the Technology Sciences. The Board also examines and awards certificates in the subjects of the Design Sciences, and in the subjects of the Creative Arts. The Board also examines and awards certificates in the subjects of the Media Studies, and in the subjects of the Communication Studies. The Board also examines and awards certificates in the subjects of the Business Studies, and in the subjects of the Economics. The Board also examines and awards certificates in the subjects of the Law, and in the subjects of the Politics. The Board also examines and awards certificates in the subjects of the Social Studies, and in the subjects of the History of Art. The Board also examines and awards certificates in the subjects of the Music, and in the subjects of the Drama. The Board also examines and awards certificates in the subjects of the Dance, and in the subjects of the Theatre. The Board also examines and awards certificates in the subjects of the Film Studies, and in the subjects of the Television Studies. The Board also examines and awards certificates in the subjects of the Radio Studies, and in the subjects of the Journalism. The Board also examines and awards certificates in the subjects of the Public Relations, and in the subjects of the Marketing. The Board also examines and awards certificates in the subjects of the Advertising, and in the subjects of the Sales. The Board also examines and awards certificates in the subjects of the Management, and in the subjects of the Finance. The Board also examines and awards certificates in the subjects of the Accounting, and in the subjects of the Taxation. The Board also examines and awards certificates in the subjects of the Insurance, and in the subjects of the Banking. The Board also examines and awards certificates in the subjects of the Shipping, and in the subjects of the Transport. The Board also examines and awards certificates in the subjects of the Aviation, and in the subjects of the Space. The Board also examines and awards certificates in the subjects of the Maritime, and in the subjects of the Antarctic. The Board also examines and awards certificates in the subjects of the Arctic, and in the subjects of the Submarine. The Board also examines and awards certificates in the subjects of the Underwater, and in the subjects of the Deep Sea. The Board also examines and awards certificates in the subjects of the Oceanography, and in the subjects of the Marine Biology. The Board also examines and awards certificates in the subjects of the Marine Geology, and in the subjects of the Marine Chemistry. The Board also examines and awards certificates in the subjects of the Marine Physics, and in the subjects of the Marine Meteorology. The Board also examines and awards certificates in the subjects of the Marine Botany, and in the subjects of the Marine Zoology. The Board also examines and awards certificates in the subjects of the Marine Microbiology, and in the subjects of the Marine Immunology. The Board also examines and awards certificates in the subjects of the Marine Pathology, and in the subjects of the Marine Pharmacology. The Board also examines and awards certificates in the subjects of the Marine Toxicology, and in the subjects of the Marine Therapeutics. The Board also examines and awards certificates in the subjects of the Marine Forensic Science, and in the subjects of the Marine Environmental Science. The Board also examines and awards certificates in the subjects of the Marine Conservation, and in the subjects of the Marine Management. The Board also examines and awards certificates in the subjects of the Marine Policy, and in the subjects of the Marine Law. The Board also examines and awards certificates in the subjects of the Marine Ethics, and in the subjects of the Marine Philosophy. The Board also examines and awards certificates in the subjects of the Marine Religion, and in the subjects of the Marine Spirituality. The Board also examines and awards certificates in the subjects of the Marine Art, and in the subjects of the Marine Literature. The Board also examines and awards certificates

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